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Executive Summary

College campuses are complex social systems. They are defined by the relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts (Hurtado, Milem, Clayton-Pederson, Alma, & Allen, 1998).

Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Academic communities expend a great deal of effort fostering a climate to nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

The climate on college campuses affects not only the creation of knowledge but members of the academic community who, in turn, contribute to the creation of the campus climate. Several national education association reports as well as higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (Boyer, 1990; AAC&U, 1995; Harper & Hurtado, 2007; Ingle, 2005; Milem, Chang, & Antonio, 2005). Because the topic of diversity is inherently complex, examining the multiple dimensions of diversity in higher education is crucial. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

North Dakota State University has a long history of supporting diversity initiatives¹ as evidenced by the institution's support and commitment to this climate assessment project. In 2003, the President's Diversity Council embarked on the initial campus climate project. The results of that

¹ For more information on NDSU diversity initiatives see <http://www.ndsu.nodak.edu/ndsu/winjum/Diversity%20Website/index.html>

report² informed the 2005-2010 *Strategic Plan for Diversity, Equity and Community (DEC)*.

Over the past four years, the President's Diversity Council has been working to assess the progress of each campus unit based on the initiatives established in the Strategic Plan. Many new programs and initiatives have been developed across the university to address the needs of the campus especially those highlighted during the first Campus Climate Assessment. In 2009, the Office of Equity, Diversity and Global Outreach requested a follow-up assessment to examine the current climate at NDSU. Rankin & Associates (R&A) was again retained to assist in the assessment process as an identified leader in conducting multiple identity studies in higher education.

The President's Diversity Council reviewed the survey template and revised the instrument to better match the current campus context at NDSU. Based on those discussions, different surveys were constructed for each of three constituent groups (student, faculty, and staff). This report is based on the responses of participating students and provides an overview of the findings of the internal assessment as well as the results of the campus-wide survey and a thematic analysis of all comments provided by respondents to the three surveys. The final student survey contained 66 questions including open-ended questions for respondents to provide commentary.

All students at NDSU were invited to participate in the survey. The survey was designed for students to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, student and employee satisfaction, and respondents' perceptions of institutional actions including administrative policies and academic initiatives regarding climate issues and concerns on campus.

A summary of the findings, presented in bullet form below, suggests that while challenges still exist with regard to diversity issues, they are challenges similar to those found in many other higher education institutions across the country.³

² The 2003 report is available at <http://www.ndsu.edu/diversity/climatesurvey.html>

³ Rankin, S. and Reason, R. (forthcoming). *Transformational Tapestry Model: A comprehensive approach for assessing and improving campus climates for underrepresented and underserved populations*. New York: Stylus Publications.

849 student surveys were returned representing the following⁴:

- 6 percent response rate for undergraduate students; 7 percent response rate for graduate students
- 675 undergraduate students, 155 graduate students
- 138 Students of Color⁵; 675 White students
- 20 students who identified as having a physical disability
- 22 students who identified as having a learning disability
- 17 students who identified as having a psychological condition
- 485 women; 352 men; 4 transgender⁶
- 187 people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

Quantitative Findings

Personal Experiences with Campus Climate⁷

- **Some respondents had personally experienced harassment (i.e., offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work on campus)⁸ at NDSU.**
 - 10 percent of respondents had personally experienced harassment.
 - The conduct was most often based on the respondents' sex (30%), age (29%), race (21%), ethnicity (19%), and gender identity (18%).
 - Compared with 8 percent of White people, 17 percent of People of Color had personally experienced such conduct.
 - Of Respondents of Color who reported experiencing this conduct, 63 percent stated they were harassed because of their race.
 - Compared with 11 percent of men, 9 percent of women had personally experienced such conduct.
 - Of the women who experienced this conduct, 43 percent stated they were harassed because of their sex.

⁴ Sexual identity was not requested of students in their survey

⁵ While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories.

⁶ Transgender" refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online. March 2004. Oxford institution Press. Feb. 17, 2006 <<http://dictionary.oed.com/cgi/entry/00319380>>.

⁷ Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix.

⁸ Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). Higher education institutions, based on legal discussions, generally define harassment as any conduct that has unreasonably interfered with one's ability to work on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

- Compared with 10 percent of respondents without disabilities, 15 percent of respondents with disabilities had personally experienced harassment.
- Of those who experienced harassment, 44 of the respondents with disabilities said the harassment was based on their disabilities.
- Of those respondents who had been harassed, 39 percent said they were deliberately ignored or excluded; 36 percent felt excluded from some activities.
- Some students were harassed on-line (“in a u-tube video” or in “Facebook comments and videos”).
- Respondents said other students members were most often the source of the harassment.
- 26 percent of participants made complaints to institution officials while 23 percent did not know who to go to.

Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at NDSU (83%) and in their academic courses (81%).**
 - Figures in the narrative demonstrate some disparities based on race and gender.
 - Smaller percentages of Students of Color and women than White students and men were “very comfortable” with the overall climate and the climate and in their academic courses.

- **One-quarter of all respondents were aware of or had observed harassment on campus. The observed harassment was most often based on ethnicity or race. People of Color and women were more aware of such harassment.**
 - 26 percent of the participants had observed or personally been made aware of harassment on campus.
 - Most of the observed harassment was based on ethnicity (43%), race (37%), sexual orientation (30%), sex (27%), and gender identity (23%).
 - Compared with 25 percent of White respondents, 30 percent of Respondents of Color had observed or personally been made aware of such conduct.
 - Compared with 24 percent of men, 27 percent of women had observed or personally been made aware of harassment.
 - Respondents most often observed harassment in the forms of derogatory remarks, racial/ethnic profiling, and someone being deliberately ignored.
 - Respondents said other students members were most often the source of the harassment.
 - 13 percent of the individuals who observed harassment encouraged the victim to report the incident.
 - 6 percent made a complaint to an NDSU employee or official.

- **With regard to campus accessibility for people with disabilities, more than a third of the respondents (36%) thought the grounds (sidewalks, snow) had accessibility problems for people with disabilities.**
 - Some respondents also thought specific classrooms (24%), parking (24%), and classroom buildings (23%) had accessibility problems.

Attitudes & Experiences

- **Several survey items addressed students' experiences at NDSU, their satisfaction with their careers at the University, and their attitudes about the climate for diversity and work-life issues at NDSU. Tables in the narrative section of the report illustrate some divergent responses based on race and gender.**
 - 26 percent of respondents were reluctant to bring up issues that concern them for fear that it will affect their student status or grades.
 - 31 percent thought their colleagues expected them to represent the “point of view” of their identities.
 - 35 percent believe others seem to find it easier than they do to “fit in.”
- **38 percent of all respondents had seriously considered leaving NDSU.**
 - 40 percent of men and 37 percent of women considered leaving the institution.
 - 45 percent of Students of Color and 36 percent of White students had seriously considered leaving NDSU.

Institutional Actions & Diversity-Related Events

- 60 percent of student respondents believe upper level NDSU administrators visibly foster diversity.
- 73 percent of respondents felt the classroom climate was welcoming for students from underrepresented groups.
- Students of Color were less apt than other respondents to think the classroom climate was welcoming for individuals from underrepresented groups.
- Low percentages of the student respondents than either faculty or staff respondents attended any of the following events: campus-wide diversity programs (19%), cultural diversity courses (19%), diversity workshop/trainings (13%), anti-racism training (8%), diversity programs in the residence halls (7%), and Safe Zone Ally/LGBTQ training (5%).

Qualitative Findings

A few survey questions allowed respondents the opportunity to further describe their experiences on NDSU's campus, expand upon their survey responses, and add any additional thoughts they wished. Out of the 1,661 total number of surveys received, a number of respondents – including students, faculty, and staff – contributed remarks in response to the open-ended questions. No respondents commented on all open-ended questions. Due to the promise of confidentiality

provided to participants, the qualitative comments provided by respondents were separated at submission so that comments could not be attributed to any demographic characteristics including their position at the institution. A separate report of the qualitative findings will be provided that is inclusive of the comments from all constituent groups.

Next Steps

Institutions of higher education seek to create an environment characterized by equal access for all students, faculty, and staff regardless of cultural, political, or philosophical differences, a place where individuals are not just tolerated but valued. Creating and maintaining a community environment that respects individual needs, abilities, and potential is one of the most critical initiatives that universities and colleges undertake. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

In that context, what do the results of this study suggest? At a minimum, they contribute additional empirical data to the current knowledge base and provide more information on the experiences and perceptions of several sub-populations in the campus community. A second and more interesting question is, given the programs and initiatives that have been developed across the university in response to the 2003 climate assessment, *how effective have these efforts been in positively shaping and directing campus climate with respect to diversity?*

Introduction

The Importance of Examining Campus Climate

The primary missions of higher education institutions are the discovery and distribution of knowledge. Academic communities expend a great deal of effort fostering environments in which these missions are nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship.⁹ The climate on college campuses not only affects the creation of knowledge but also affects members of the academic community who, in turn, contribute to the creation of the campus environment.¹⁰ Several national education association reports advocate creating a more inclusive, welcoming climate on college campuses.

Nearly two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning a college or university must provide a climate in which

...intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

During that same time period, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). AAC&U proposed that colleges and universities commit to "the task of creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard" (p. xxi). The report suggested that to provide a foundation for a vital community of learning a primary duty of the academy must be to create a climate that cultivates diversity and celebrates difference.

⁹ For more detailed discussions of climate issues see Hurtado (2005); Bauer (1998), Boyer (1990); Milem, Chang, & Antonio, (2005); Peterson (1990); Rankin (1994, 1998); and Tierney & Dilley (1996).

¹⁰ For further examination of the effects of climate on campus constituent groups and their respective effects on the campus climate see Bauer, (1998); Bensimon (2005); Hurtado (2005), Hurtado, Milem, Clayton-Pedersen, & Allen (1998); Peterson (1990); Rankin (1994, 1998, 1999, 2003, 2005); and Tierney (1990).

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. More recently, Milem, Chang, and Antonio (2005) proposed that,

Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome (p. iv).

The report further indicates that in order for “diversity initiatives to be successful they must engage the entire campus community” (p. v). Ingle (2005) strongly supports the idea of a “thoughtful” process with regard to diversity initiatives in higher education.

History of the Project

North Dakota State University has a long history of supporting diversity initiatives¹¹ as evidenced by the institution’s support and commitment to this climate assessment project. In 2003, the President’s Diversity Council embarked on the initial campus climate project. The results of that report¹² informed the 2005-2010 *Strategic Plan for Diversity, Equity and Community (DEC)*. In 2009, the Office of Equity, Diversity and Global Outreach requested a follow-up assessment to examine the current climate at NDSU. Rankin & Associates (R&A) was again retained to assist in the assessment process as an identified leader in conducting multiple identity studies in higher education.

¹¹ For more information on NDSU diversity initiatives see <http://www.ndsu.nodak.edu/ndsu/winjum/Diversity%20Website/index.html>

¹² The 2003 report is available at <http://www.ndsu.edu/diversity/climatesurvey.html>

Methodology

Conceptual Framework

This project defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics.”¹³ The inherent complexity of diversity requires the examination of its multiple dimensions in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003) and informed by the results of the 2003 assessment and subsequent initiatives¹⁴. The President’s Diversity Council reviewed drafts of the survey. The final survey contained 58 questions¹⁵ including open-ended questions for respondents to provide commentary. The survey was designed to have students provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of North Dakota State University’s institutional actions including administrative policies and academic initiatives regarding diversity issues and concerns on campus. All surveys responses were input into a secure site database, stripped of their IP addresses, and tabulated for appropriate analysis.

¹³ Rankin & Associates (2001) adapted from AAC&U (1995).

¹⁴ The original project that served as the foundation for the survey was conducted in 2000-2001. The sample included 15,356 respondents from ten geographically diverse campuses (three private and eight public colleges and universities). Subsequent to the original project, the survey questions have been modified based on the results of sixty additional campus climate project analyses. For a more detailed review of the survey development process (e.g., content validity, construct validity, internal reliability, factor analysis), the reader is directed to:

Rankin, S. and Reason, R. (2008). A Comprehensive Approach to Transforming Campus Climate. *Journal of Diversity in Higher Education*.

¹⁵ To ensure reliability, evaluators must ensure that instruments are properly worded (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, and underwent "expert evaluation" of items (in addition to checks for internal consistency).

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved in January 2009 by the North Dakota State Institutional Review Board (IRB). The proposal indicated that any analysis of the data would ensure participant confidentiality. The final web-based survey was distributed to the campus community in March 2009. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. The survey was announced to the entire population of students and employees through an invitation to participate from President Chapman; the invitation included information about how to access the survey on-line.

Limitations. Several limitations to the generalizability of the data exist. The first limitation is based on the fact that respondents in this study were “self-selected.” Self-selection bias is, therefore, possible since participants had the choice of whether to participate. The bias lies in that an individual’s decision to participate may be correlated with traits that affect the study and that could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate.

A second limitation is in regard to response rates. Caution is suggested in generalizing the results for response rates less than 30%. Since the overall response rates for both undergraduate and graduate students was very low (6% and 7% respectively), the results provided here may not reflect all students beliefs and concerns with regard to the campus climate.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups using SPSS (version 17.0). Numbers and percentages were also calculated by salient group memberships (e.g., by gender, race/ethnicity, status) to provide additional information regarding participant responses. Throughout this report, including the narrative and data tables within the narrative, all information was presented using valid percentages.¹⁶ Refer to the survey data tables in Appendix A for actual percentages.¹⁷

¹⁶ Percentages derived using the total number of respondents to a particular item (i.e., missing data were excluded).

¹⁷ Percentages derived using the total number of survey respondents.

Results

This section of the report describes the sample, provides reliability measures (internal consistency) and validity measures (content and construct), and presents results based on the project design, examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of the NDSU's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus.

Description of the Sample¹⁸. A total of 1,661 surveys were returned, 849 of which were returned by NDSU students. The sample and population figures, chi-square analyses, and response rates are presented in Tables 1a and 1b. The significance of several demographic categories suggests that underrepresented groups were “over-sampled.” To this end, particular characteristics of the sample should be noted.

Among graduate students, no significant differences existed between the sample and the population in the proportion within gender groups. The sample had a significantly smaller proportion of Whites/Caucasians, and significantly larger proportions of African Americans/Blacks, American Indians/Alaskan Natives, and Asians/Pacific Islanders, and Latino(a)/Hispanic/Chicano(a) than did the population. Additionally, no significant difference existed between the sample and the population in the proportions within citizenship groups (Table 1a).

¹⁸ All frequency tables are provided in Appendix A. For any notation regarding tables in the narrative, the reader is directed to these tables.

Table 1a. Demographics of Graduate Student Population and Sample¹⁹

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender ^a	Male	1065	49.1%	65	42.5%	6.1%
	Female	1103	50.9%	86	56.2%	7.8%
	Transgender			2	1.3%	n/a
Race/Ethnicity ^{b,1}	African American/Black	24	1.6%	11	7.1%	45.8%
	American Indian/Alaskan Native	24	1.6%	5	3.2%	20.8%
	Asian /Pacific Islander	40	2.7%	22	14.2%	55.0%
	Latino(a)/Hispanic/Chicano(a)	13	0.9%	3	1.9%	23.1%
	Middle Eastern			4	2.6%	n/a
	White/Caucasian	1397	93.3%	101	65.2%	7.2%
	Other			7	4.5%	n/a
Citizenship ^c	US Citizen (non-International)	1656	76.4%	115	74.6%	6.9%
	International	512	23.6%	39	25.3%	7.6%

¹ Respondents were instructed to indicate all racial/ethnic categories that apply.

^a $X^2(1, N = 151) = 2.21, p = .1367$

^b $X^2(4, N = 142) = 132.81, p = .0001$

^c $X^2(1, N = 154) = 0.25, p = .2541$

For undergraduate students, the sample had a significantly greater proportion of females and smaller proportion of males than did the population. The sample also had a significantly smaller proportion of Whites/Caucasians, and significantly larger proportions of all other racial/ethnic groups than did the population. Lastly, no significant difference existed between the sample and the population in the proportions within citizenship groups (Table 1b). Given the results for the graduate and undergraduate samples, caution must be used when comparing these groups.

¹⁹ The table population categories for race are those used by the institution. The table sample categories for race are those created by the Diversity Council based on their knowledge of the community at NDSU.

Table 1b. Demographics of Undergraduate Student Population and Sample

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender ^a	Male	6251	56.5%	273	41.6%	4.4%
	Female	4810	43.5%	381	58.1%	7.9%
	Transgender			2	0.3%	n/a
Race/Ethnicity ^{b,1}	African American/Black	190	1.8%	22	3.3%	11.6%
	American Indian/Alaskan Native	129	1.2%	21	3.2%	16.3%
	Asian /Pacific Islander	149	1.4%	37	5.6%	24.8%
	Latino(a)/Hispanic/Chicano(a)	76	0.7%	13	2.0%	17.1%
	Middle Eastern			2	0.3%	n/a
	White/Caucasian	9994	94.8%	574	87.4%	5.7%
	Other			15	2.3%	n/a
Citizenship ^c	US Citizen (non-International)	10608	95.9%	624	95.5%	5.9%
	International	453	4.1%	30	4.6%	6.6%

¹ Respondents were instructed to indicate all racial/ethnic categories that apply.

^a $X^2(1, N = 654) = 57.95, p = .0001$

^b $X^2(4, N = 667) = 131.48, p = .0001$

^c $X^2(1, N = 654) = 0.39, p = .5298$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional/organizational studies. Several researchers working in the area of diversity, as well as higher education survey research methodology experts, reviewed the template used for the institution survey. The survey was also reviewed by members of the institution’s Diversity Council.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from Diversity Council members. Construct validity – the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors – should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of harassment, for example. However, no

reliable data to that effect were available. As such, meticulous attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental and to preclude individuals from providing “socially acceptable” responses.

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall campus climate for various groups (question 40) and those that rate overall campus climate on various scales (question 41) were moderate to strong (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients²⁰ are provided in Table 2.

²⁰ Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

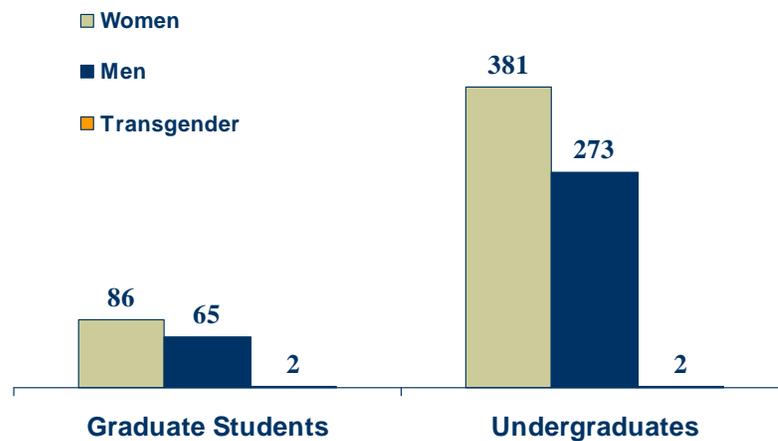
Table 2.
Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Student Groups

Positive Climate for:	Climate Characteristics			
	Non-Racist	Non-Homophobic	Non-Classist	Non-Sexist
African Americans/Blacks	.501			
American Indians/ Alaskan Natives	.498			
Latino(a)s/Chicano(a)s	.438			
Middle Eastern persons	.506			
Multiracial/multiethnic/ multicultural persons	.468			
LGBT individuals		.609		
Socioeconomically Disadvantaged persons			.415	
Women				.474

p = 0.01 for all r values

Sample characteristics.²¹ The majority of the student sample was female (57%, Figure 1). Four transgender²² students completed the survey. Subsequent analyses by gender in this report do not include the transgender category in order to maintain the confidentiality of the transgendered respondents.

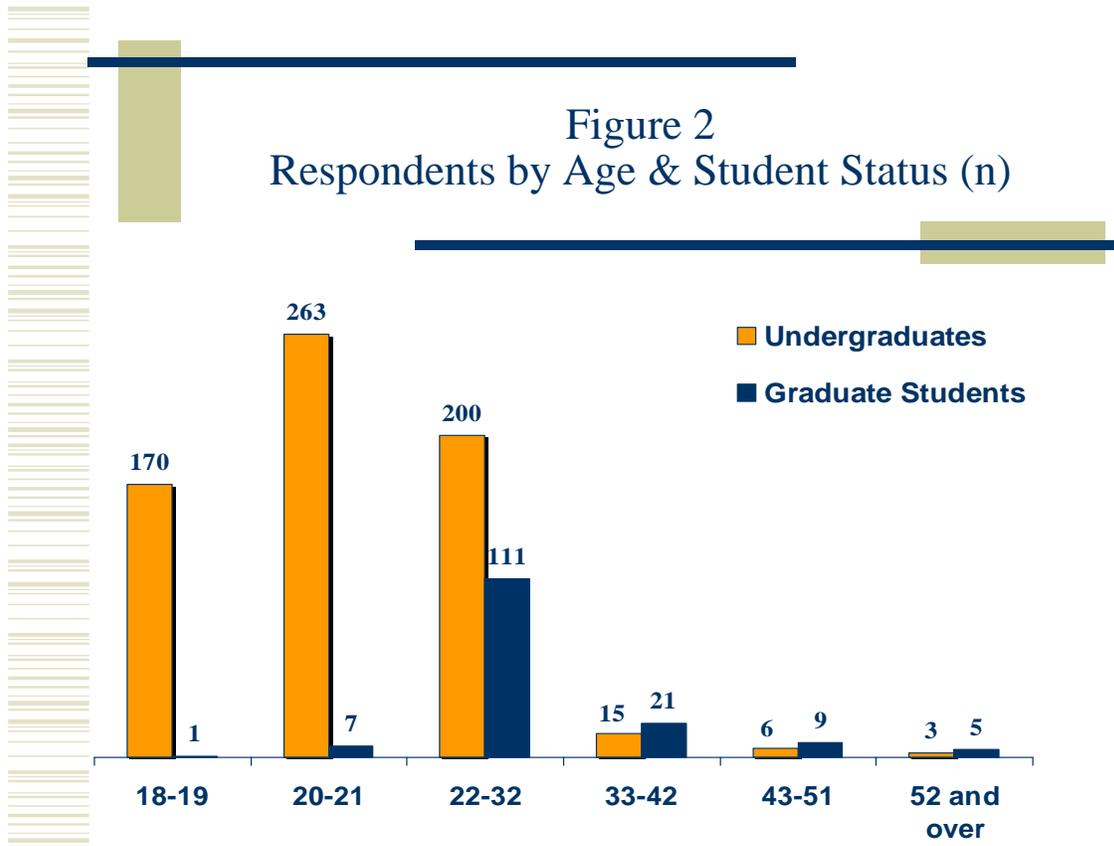
Figure 1
Respondents by Gender¹ & Student Status (n)



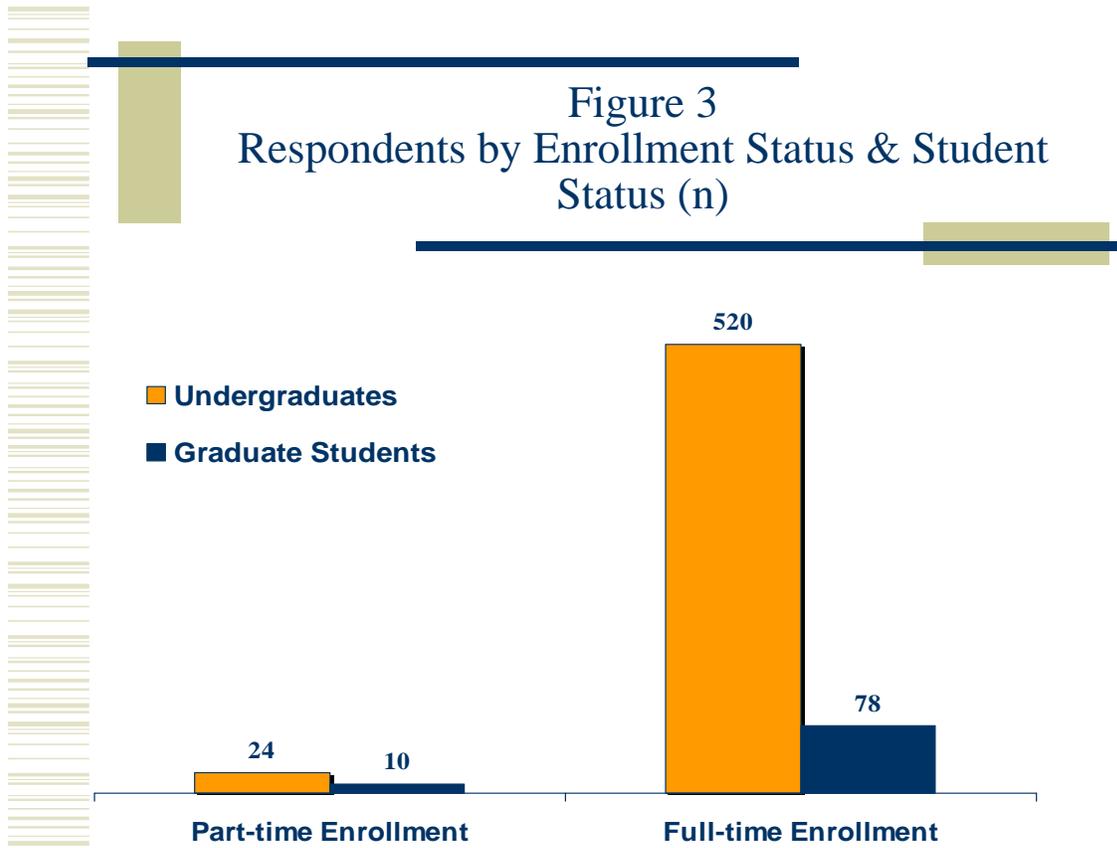
²¹ All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

²² Self-identification as “transgender” does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been separately reported in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

Forty percent of the undergraduate students were 20 to 21 years old, and 30 percent were 22 to 32 years old. Among graduate students, 72 percent were between 22 and 32 years old, and 13 percent were 33 to 42 years old (Figure 2).



Six hundred fifty-seven (657) undergraduates and 155 graduate students completed the survey. Seventy-nine percent of undergraduate student respondents and 50 percent of graduate students were full-time students (Figure 3).



Most undergraduate and graduate student respondents lived off campus (Figure 4).

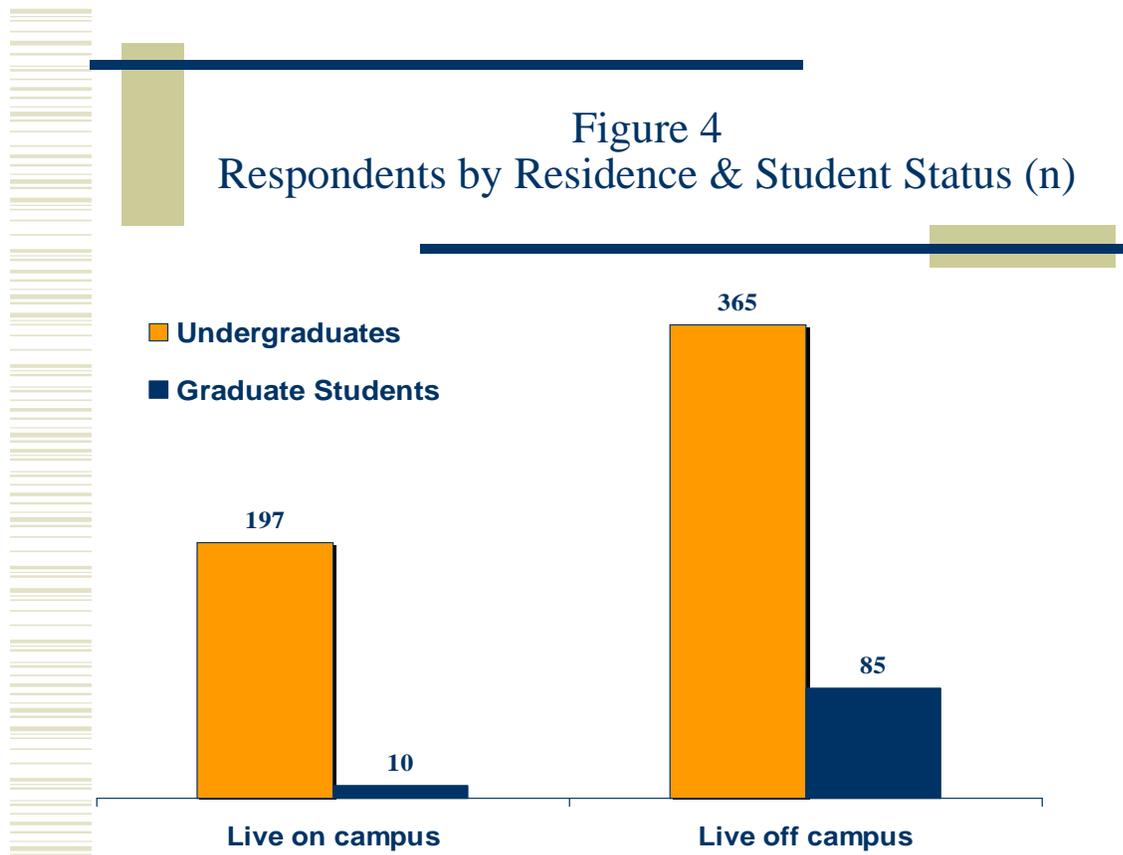


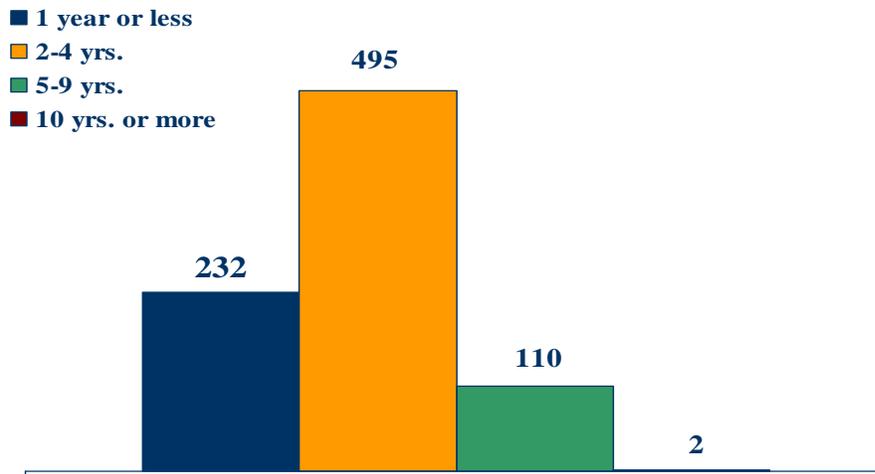
Table 3 presents the academic colleges with which women and men students were affiliated at NDSU.

Table 3. Student Respondents' Academic Colleges

Academic college	Women (N = 485)		Men (N = 352)	
	n	%	n	%
Agriculture, Food Systems, and Natural Resources	55	11.3	39	11.1
Arts, Humanities and Social Sciences	96	19.8	50	14.2
Business	52	10.7	48	13.6
Engineering and Architecture	31	6.4	129	36.6
Human Development and Education	96	19.8	18	5.1
Pharmacy, Nursing and Allied Sciences	104	21.4	26	7.4
Science and Mathematics	74	15.3	54	15.3
University Studies	22	4.5	9	2.6

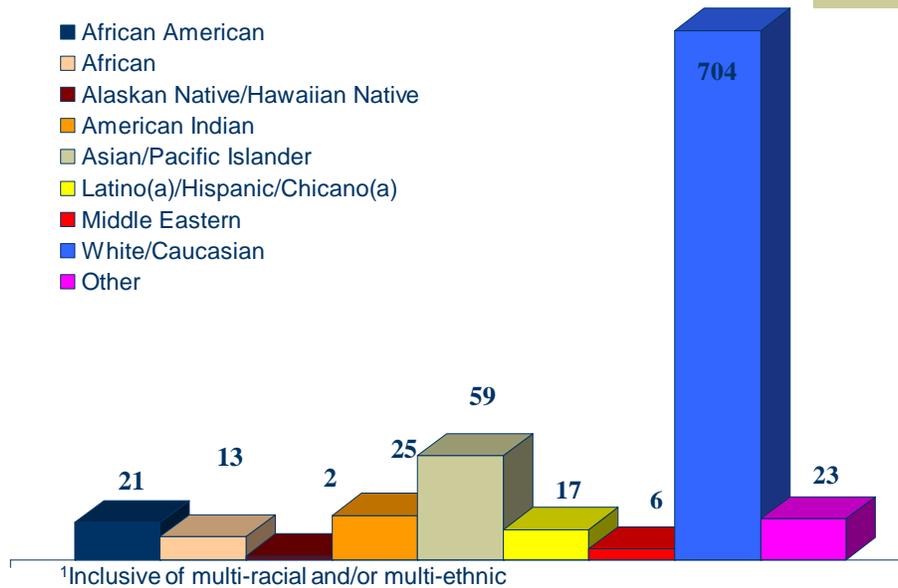
About 58 percent of the student respondents (n=495) have been at NDSU for two to four years (Figure 5), and 27 percent (n=232) have been at NDSU for one year or less.

Figure 5
Student Time at University (n)



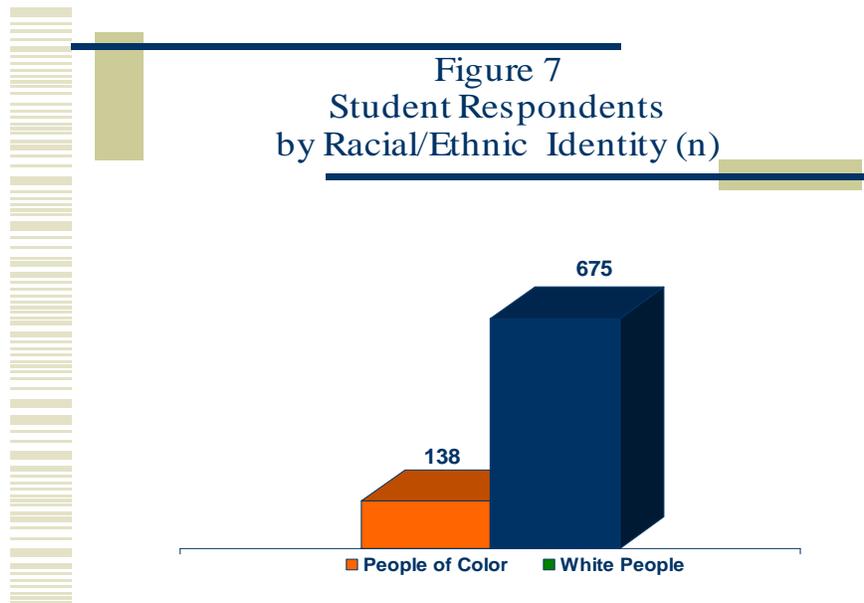
With regard to race and ethnicity, 83 percent of the respondents identified as White/Caucasian.²³ Seven percent identified as Asian/Pacific Islander, and three percent were American Indian or African American. Two percent or fewer were Latino(a)/Hispanic/Chicano(a), African, Middle Eastern, or Alaskan Native/Hawaiian Native.

Figure 6
Student Respondents
by Racial/Ethnic Identity (n)¹



²³ Respondents who answered “other” in response to the question about their racial/ethnic identity and wrote “White” in the adjoining text box were recoded as White.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose White (n = 675, 80%) as part of their identity and 138 respondents (16%) chose a category other than White as part of their identity (Figure 7). Due to the small number of respondents in each racial/ethnic category, many of the analyses and discussion use the collapsed categories of People of Color and White people.²⁴



²⁴ While the authors recognize the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African American or Latino(a) versus Asian American), and those experiences within these identity categories (e.g., Hmong versus Chinese), we collapsed these categories into People of Color and White for many of the analyses due to the small numbers in the individual categories.

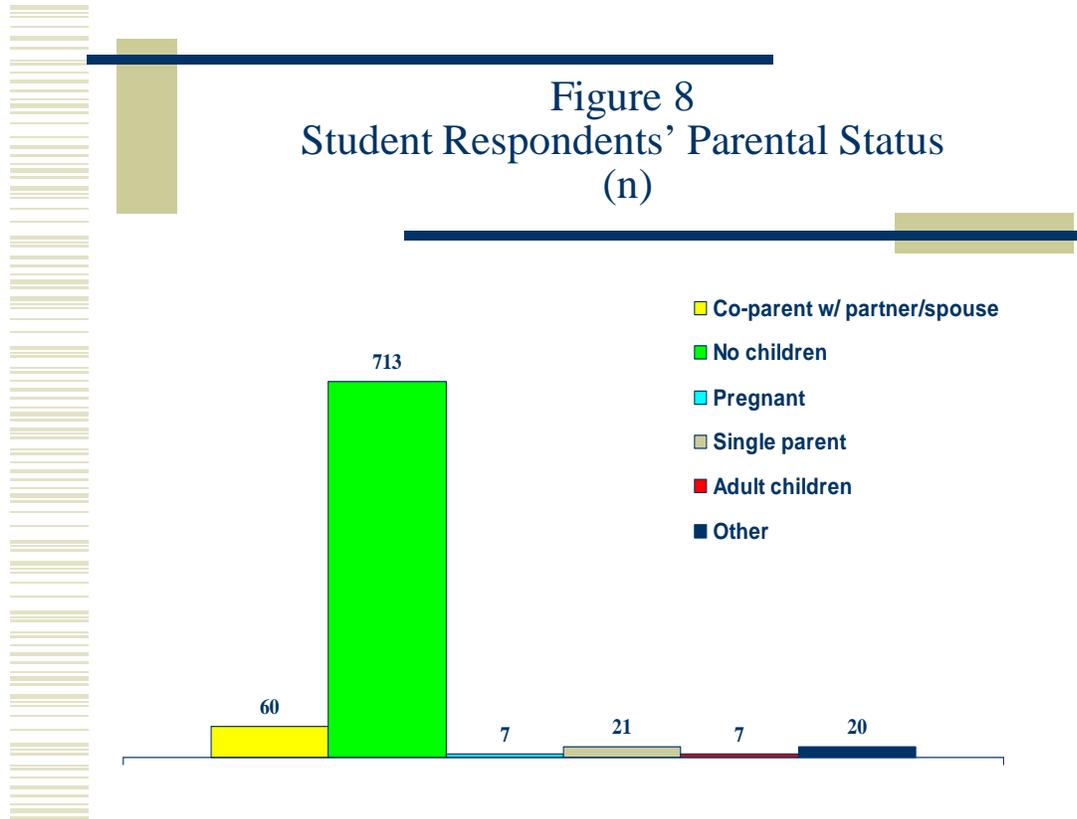
Table 4 illustrates that approximately 71 percent of the respondents were affiliated with a Christian denomination, while 16 percent identified as having no spiritual affiliation (e.g., atheist, agnostic or no affiliation).

Table 4. Student Respondents' Religious/Spiritual Affiliations

Spiritual Affiliation	n	%	Spiritual Affiliation	n	%
Animist	0	0.0	Native American Traditional Practitioner	1	0.1
Anabaptist	0	0.0	Nondenominational Christian	47	5.5
Agnostic	37	4.4	Pagan	1	0.1
Atheist	17	2.0	Pentecostal	13	1.5
Baha'i	0	0.0	Presbyterian	17	2.0
Baptist	17	2.0	Quaker	0	0.0
Buddhist	14	1.6	Roman Catholic	187	22.0
Christian Orthodox	60	7.1	Seventh Day Adventist	3	0.4
Confucianist	0	0.0	Shamanist	0	0.0
Druid	1	0.1	Shinto	0	0.0
Eastern Orthodox	0	0.0	Sikh	1	0.1
Episcopalian	3	0.4	Taoist	0	0.0
Hindu	17	2.0	Unitarian Universalist	1	0.1
Jehovah's Witness	0	0.0	United Church of Christ	10	1.2
Jewish	1	0.1	Wiccan	2	0.2
Latter Day Saints (Mormon)	5	0.6	Zoroastrian	0	0.0
Lutheran	230	27.1	Spiritual, but no religious Affiliation	40	4.7
Mennonite	0	0.0	No affiliation	41	4.8
Methodist/AME	15	1.8	Other	34	4.0
Moravian	0	0.0	Missing	20	2.4
Muslim	14	1.6			

Most student respondents (84% of all respondents, including 90 percent of undergraduates and 71 percent of graduate students) were co-parenting had no children (Figure 8). Seven respondents checked “other” and wrote in the subsequent text box that they were parents of adult children; to accommodate those responses, the category “adult children” was created.

Figure 8
Student Respondents’ Parental Status
(n)

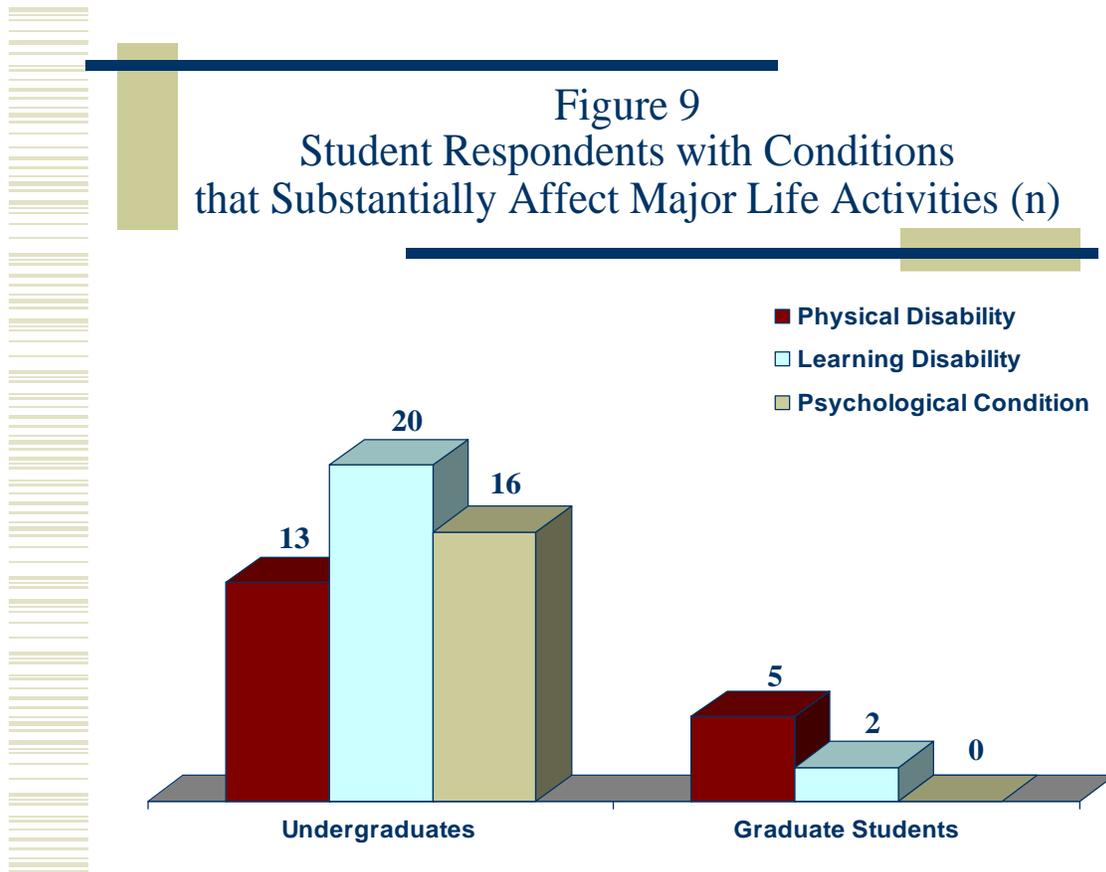


Eleven percent of respondents were married, and 71 percent were single (Table 5).

Table 5. Student Respondents' Marital/Relationship Status

Marital/Relationship Status	n	%
Divorced	18	2.1
Married	97	11.4
Partnered	87	10.2
Single	601	70.8
Widowed	1	0.1
Other	31	3.7
Missing	14	1.6

Seven percent of respondents (n = 59) had a disability that substantially affects major life activities. Of those 59 respondents, 20 said they had physical disabilities, 22 had learning disabilities, and 17 had psychological conditions (Figure 9).



When asked what barriers related to their ability status, if any, impeded their success at NDSU, three people said no barriers impeded their success. A few said courses which used exams as the only method for determining grades have had negative impacts on their course grades. Others said they had difficulty keeping up with the rate at which the course was taught. A few cited physical barriers which have impeded their success (e.g., poor parking alternatives, hearing/communication barriers). Others reported accommodations which have supported their successes (e.g., note takers, textbooks in alternative formats).

Table 6 indicates that approximately percent of student participants who completed this survey were U.S. citizens.

Table 6. Student Respondents' Citizenship Status

Citizenship status	n	%
U.S. citizen – born in the United States	745	87.8
U.S. citizen – naturalized	14	1.6
Permanent resident (immigrant)	10	1.2
Permanent resident (refugee)	1	0.1
International (F-1, J-1, or H1-B, or other visa)	69	8.1
Missing	10	1.2

Campus Climate Assessment Findings ²⁵

The following section²⁶ reviews the major findings of this study. The review explores the climate for NDSU students through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues is examined in relation to the identity and status of the respondents.

Personal Experiences

Ten percent of respondents had personally experienced harassment (i.e., exclusionary, intimidating, offensive and/or hostile conduct) that has interfered with their ability to work²⁷ at NDSU. Respondents indicated these experiences were based most often on their sex (30%), age (29%), race (21%), ethnicity (19%), and gender identity (18%) (Table 7).

²⁵ All tables are provided in Appendix A. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

²⁶ The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

²⁷ Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). Higher education institutions, based on legal discussions, generally define harassment as any conduct that has unreasonably interferes with one's ability to work on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

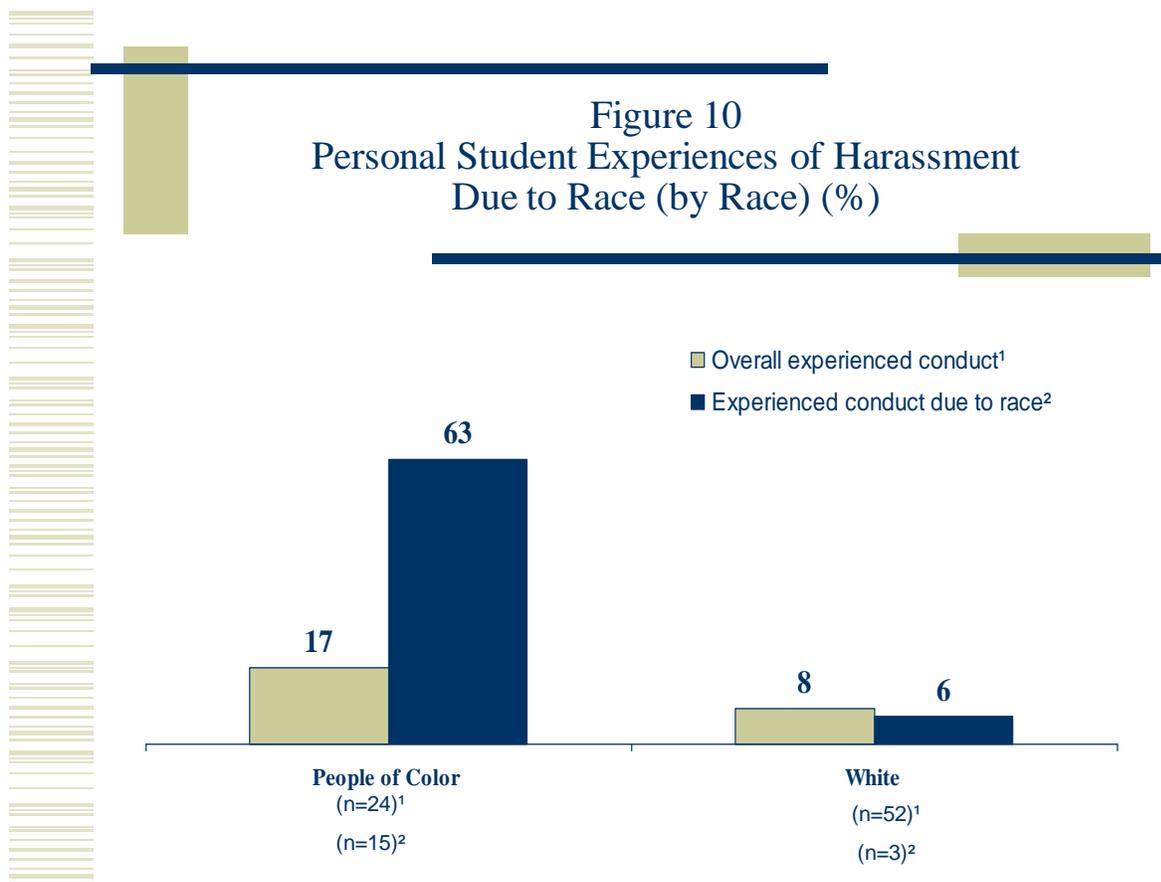
Table 7. Basis of Student Experienced Conduct

	n	%
Sex	25	29.8
Age	24	28.6
Race	18	21.4
Ethnicity	16	19.0
Gender identity	15	17.9
Employment category	11	13.1
Sexual orientation	11	13.1
Immigrant status	10	11.9
Physical characteristics	10	11.9
Religion/spirituality	10	11.9
Country of origin	9	10.7
Family/parental status	6	7.1
Socioeconomic status	5	6.0
Veteran status	4	4.8
Physical disability	3	3.6
Learning disability	2	2.4
Marital/relationship status	2	2.4
Mental disability	1	1.2
Other	17	20.2

Note: Only answered by respondents reporting experience of harassment (n = 84).
 Percentages do not sum to 100 due to multiple responses.

The following figures depict the responses by the demographic characteristics (e.g., race/ethnicity, gender) of individuals who responded “yes” to the question, “Have you personally experienced harassment (any offensive, hostile, or intimidating conduct that has interfered unreasonably with your ability to work) at NDSU?”

When reviewing these results in terms of race (Figure 10), a higher percentage of Respondents of Color (17%) experienced this conduct than White respondents (8%). Of those respondents who experienced the conduct, 63 percent of Respondents of Color said it was based on their race while only six percent of White respondents thought the conduct was based on race.

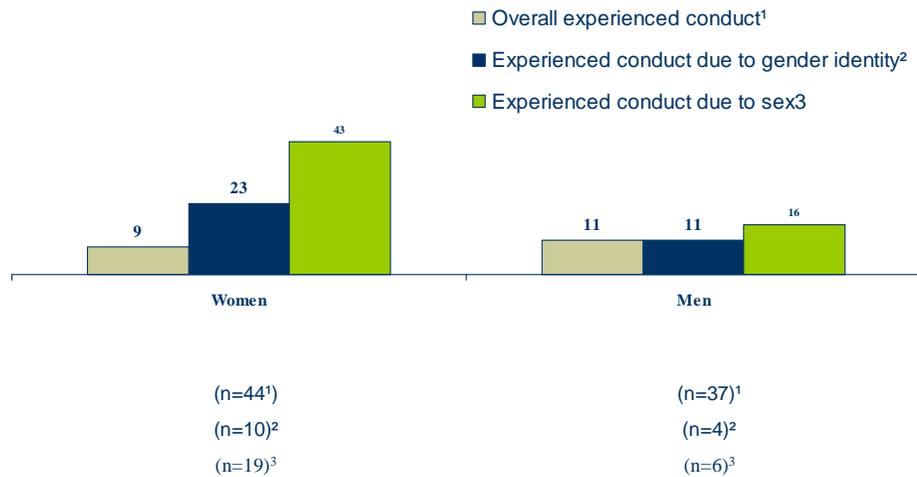


¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who have personally experienced this conduct.

When reviewing the data by gender (Figure 11), similar percentages of women and men respondents (9% and 11%, respectively) experienced harassment. Forty-three percent of women who experienced this conduct – in comparison with 16 percent of the men – said it was based on sex.

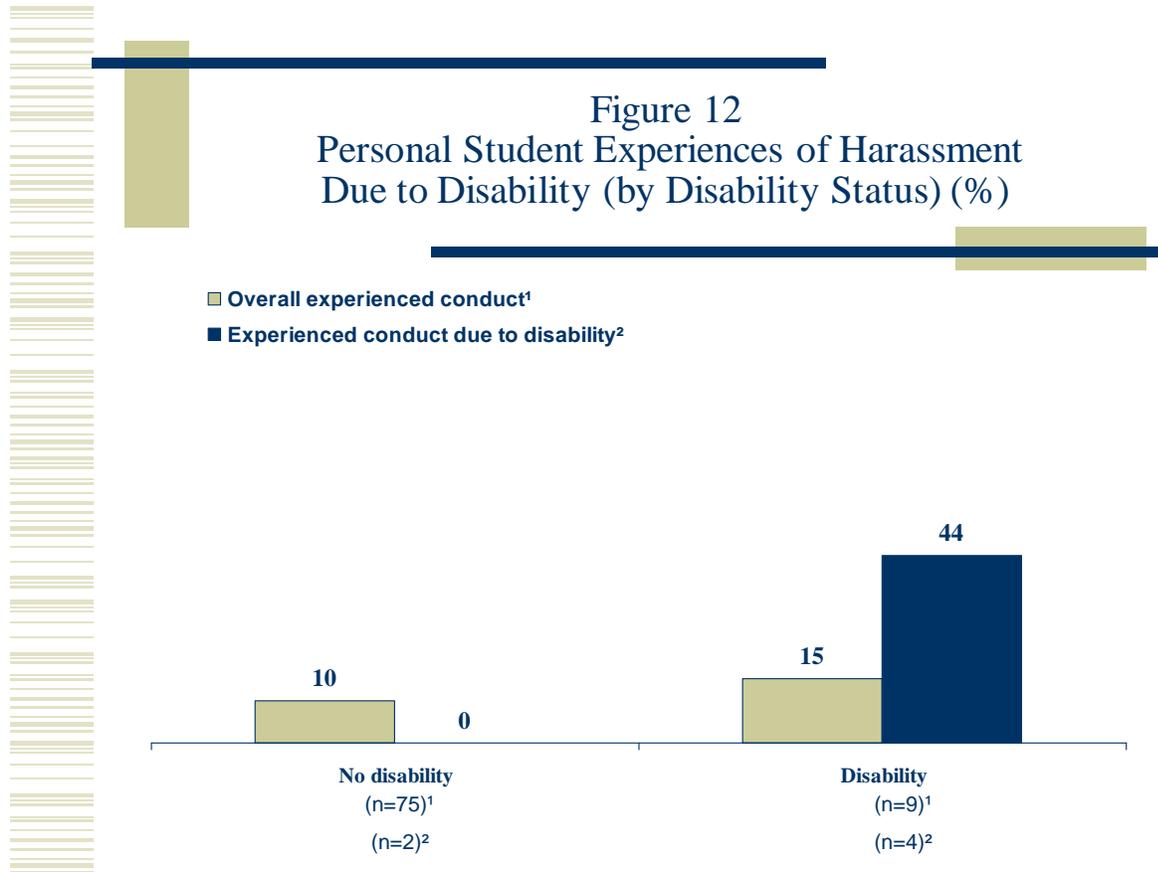
Figure 11
Personal Student Experiences of Harassment Due to Gender Identity and Sex (by Gender) (%)



¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who have personally experienced this conduct.

Higher percentages of people who reported having a disability (15%) than self-identified, non-disabled people (10%) experienced harassment (Figure 12). Forty-four percent of those respondents with disabilities who experienced harassment said the conduct was based on their disability.



¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who have personally experienced this conduct.

Table 8 illustrates the manners in which individuals experienced this conduct. Thirty-nine percent felt deliberately ignored or excluded, 36 percent felt excluded from some activities, and 32 percent were the targets of derogatory remarks.

Thirty-one percent of student respondents indicated they were harassed in “other” ways. Many of those respondents mentioned specific incidents of verbal abuse/derogatory remarks and mistreatment by other students, faculty, or administrators. One veteran said, “had a teacher wear an anti-war t-shirt and talk down to me.” Another person said their belongings were “messed with.” Others were harassed on-line (e.g., “harassed in a u-tube video,” “Facebook comments and videos about me”).

Table 8. Form of Student Experienced Harassment	n	%
I was deliberately ignored or excluded	33	39.3
Felt excluded from some activities	30	35.7
Target of derogatory remarks	27	32.1
Stares	18	21.4
Target of racial/ethnic profiling	13	15.5
Unwanted sexual advances/attention	11	13.1
Written comments	10	11.9
Threats of physical violence	6	7.1
Graffiti	3	3.6
Target of physical violence	3	3.6
Received anonymous phone calls	2	2.4
Unsolicited e-mails	2	2.4
Target of sexual violence/assault	2	2.4
Other	26	31.0

Note: Only answered by respondents who experienced harassment (n =).
 Percentages do not sum to 100 due to multiple responses.

People of Color and White respondents experienced harassment most often in the form of being deliberately ignored or excluded and excluded from some activities (Table 9). Fifty percent of Students of Color who were harassed experienced it in the form of racial/ethnic profiling, in comparison with two percent of White students.

Table 9. Form of Student Experienced Harassment by Race

Form	White Respondents n = 52		Respondents of Color n = 24	
	n	%	n	%
I was deliberately ignored or excluded	18	34.6	11	45.8
Felt excluded from some activities	17	32.7	11	45.8
Written comments	6	11.5	4	16.7
Target of derogatory remarks	17	32.7	8	33.3
Unsolicited e-mails	2	3.8	0	0.0
Unwanted sexual advances/attention	9	17.3	2	8.3
Stares	10	19.2	8	33.3
Target of racial/ethnic profiling	1	1.9	12	50.0
Received anonymous phone calls	1	1.9	1	4.2
Threats of physical violence	5	9.6	1	4.2
Graffiti	2	3.8	1	4.2
Target of physical violence	3	5.8	0	0.0
Target of sexual violence/assault	1	1.9	1	4.2

Note: Only answered by respondents who experienced harassment (n = 84).
 Percentages do not sum to 100 due to multiple responses.

Likewise, women and men students were most likely to have experienced harassment in the forms of feeling deliberately ignored or excluded (32% and 49%, respectively) and feeling excluded from some activities (23% and 54%, respectively) (Table 10). Interestingly, men student respondents reported these forms of harassment at higher rates than the women student respondents.

Table 10. Form of Student Experienced Harassment by Gender

Form	Women n = 44		Men n = 37	
	n	%	n	%
I was deliberately ignored or excluded	14	31.8	18	48.6
Felt excluded from some activities	10	22.7	20	54.1
Derogatory written comments	5	11.4	5	13.5
Target of derogatory remarks	14	31.8	11	29.7
Unsolicited e-mails	1	2.3	1	2.7
Unwanted sexual advances/attention	10	22.7	1	2.7
Stares	9	20.5	8	21.6
Target of racial/ethnic profiling	6	13.6	7	18.9
Received anonymous phone calls	2	4.5	0	0.0
Threats of physical violence	2	4.5	4	10.8
Graffiti	1	2.3	1	2.7
Target of physical violence	1	2.3	2	5.4
Target of sexual violence/assault	1	2.3	1	2.7

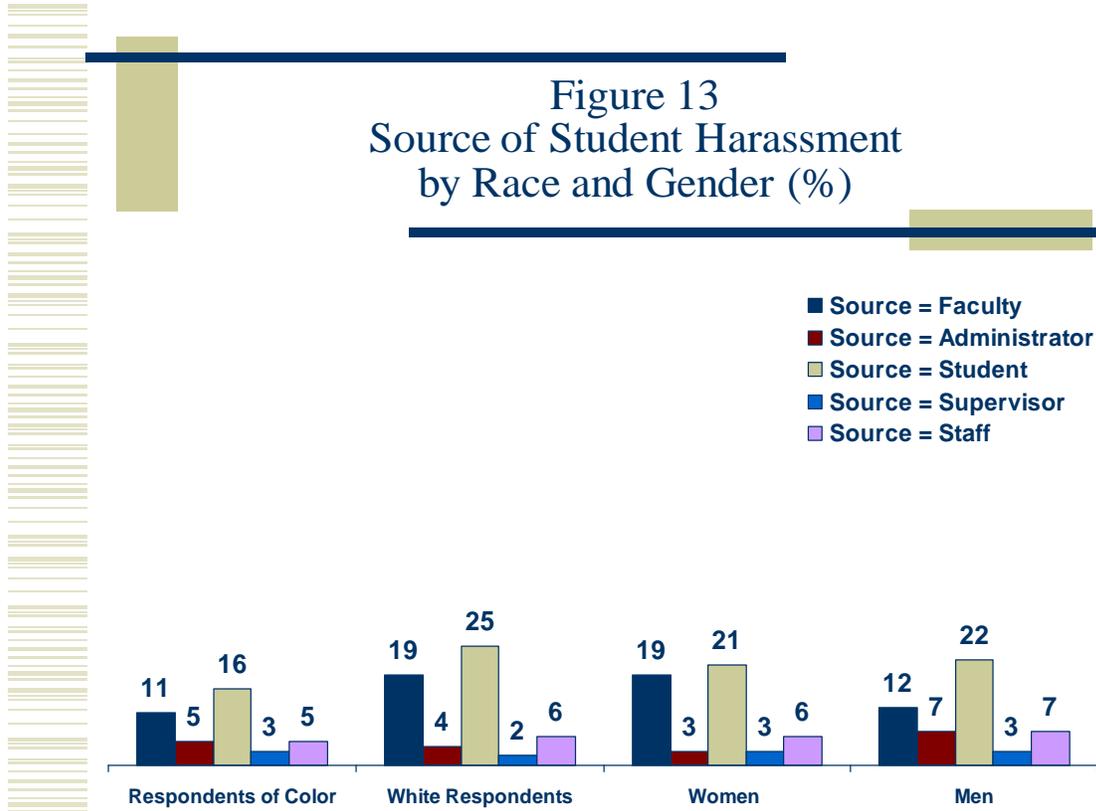
Note: Only answered by respondents who experienced harassment (n = 84).
 Percentages do not sum to 100 due to multiple responses.

Fifty-two percent of the respondents identified students as the sources of the conduct. Thirty-eight percent identified faculty, and 16 percent identified staff members as the sources (Table 11).

Table 11. Source of Student Experienced Harassment	n	%
Student	44	52.4
Faculty	32	38.1
Staff member	13	15.5
Administrator	10	11.9
Supervisor	6	7.1
Campus security/public safety	5	6.0
Teaching assistant	4	4.8
Don't know classification of the source	3	3.6
Graduate assistant	2	2.4
Other	7	8.3

Note: Only answered by respondents who experienced harassment (n = 84).
 Percentages do not sum to 100 due to multiple responses.

Figure 13 reviews the source of harassment by race and gender. All groups of student respondents were most likely to have been harassed by other students.



In response to this conduct, 51 percent of respondents felt embarrassed, 50 percent told a friend, and 49 percent avoided the harasser (Table 12). While 26 percent of participants made complaints to campus officials, 23 percent did not know who to go to.

Table 12. Reactions to Student Experienced Harassment

Reactions	n	%
Felt embarrassed	43	51.2
Told a friend	42	50.0
Avoided the harasser	41	48.8
Ignored it	23	27.4
Made a complaint to an NDSU employee/official	22	26.2
Left the situation immediately	19	22.6
Didn't know who to go to	19	22.6
Confronted the harasser at the time	10	11.9
Confronted the harasser later	8	9.5
Didn't affect me at the time	2	2.4
Filed a Bias/Bigotry/Hate Response complaint	1	1.2
Other	9	10.7

Note: Only answered by respondents who experienced harassment (n = 84).
 Percentages do not sum to 100 due to multiple responses.

Summary

As noted earlier, 10 percent of NDSU student respondents personally experienced at least subtle forms of conduct that interfered with their ability to work on campus. National statistics suggest that more than 80 percent of all respondents who experienced harassment, regardless of minority group status, were subject to derogatory remarks. In contrast, respondents in this study suggest that they experienced covert forms of harassment (e.g., feeling ignored and feeling excluded) as well as overt forms of harassment (e.g., derogatory comments and intimidation/bullying).

Perceptions of Campus Climate

Campus climate is not only a function of what one has personally experienced but also is influenced by how one perceives others members of the academy are treated on campus. Table 13 illustrates that 83 percent of the survey respondents were “comfortable” or “very comfortable” with the climate at NDSU. Eighty-one percent were comfortable/very comfortable with the climate in their academic courses.

Table 13. Student Respondents’ Comfort with Climate

	Comfort with Climate at NDSU		Comfort with Climate in Academic Courses	
	n	%	n	%
Very Comfortable	195	23.0	202	23.9
Comfortable	504	59.5	483	57.1
Neither Comfortable nor Uncomfortable	95	11.2	102	12.1
Uncomfortable	45	5.	50	5.9
Very Uncomfortable	8	0.9	9	1.1

Figures 14 and 15 illustrate the degree to which responses of Respondents of Color and White respondents differed regarding their level of comfort with the climate at NDSU and in their academic courses.

Figure 14
Student Comfort with Overall Campus Climate by Race (%)

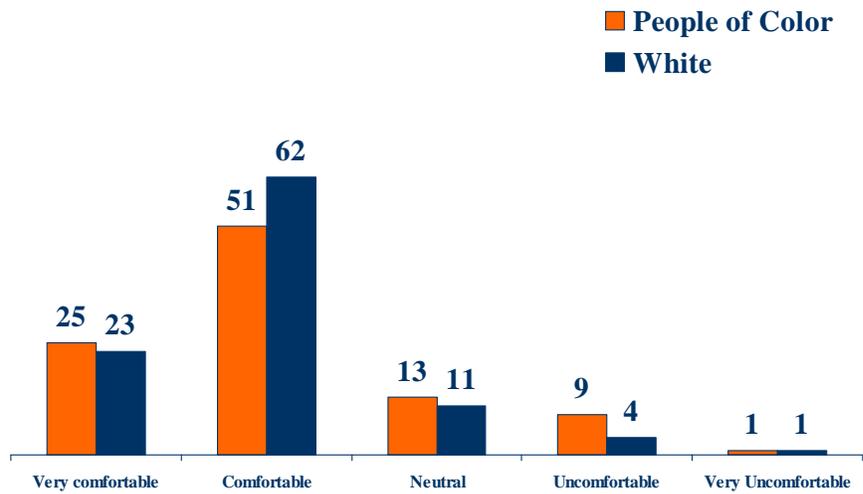
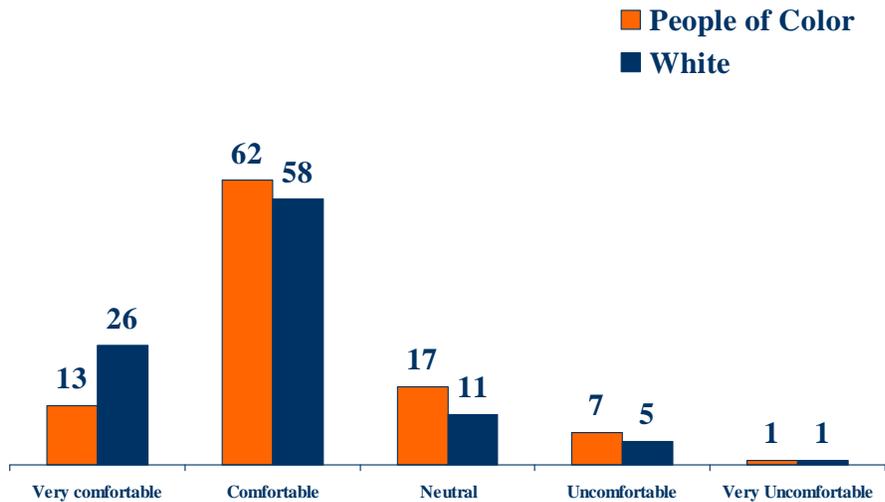


Figure 15
Student Comfort with Climate in Academic Courses by Race (%)



Women were less comfortable with the climate at NDSU and in their academic courses than were men (Figures 16-17).

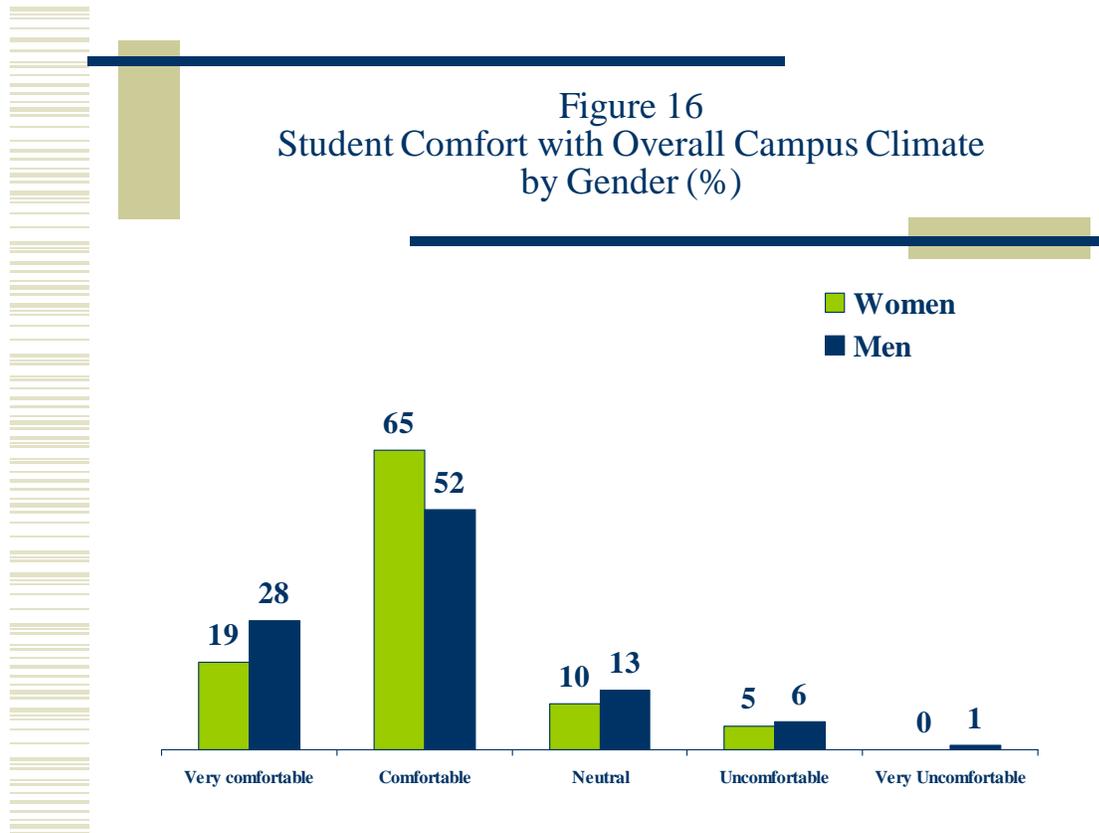
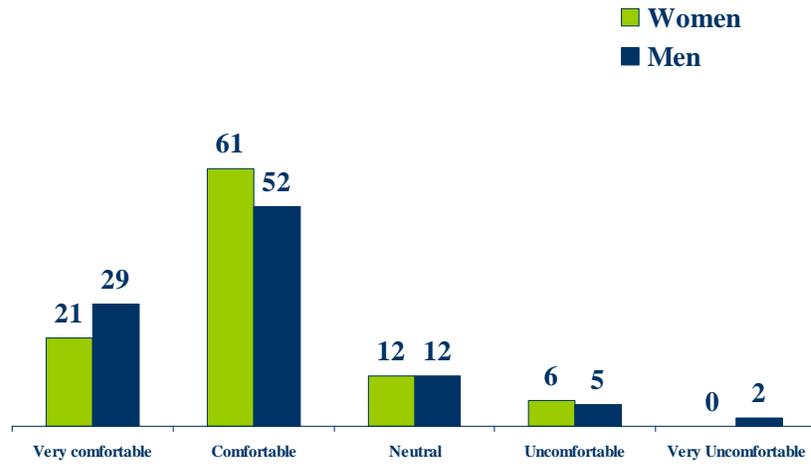


Figure 17
Student Comfort with Climate in Academic Courses
by Gender (%)



Twenty-two percent of the student respondents (n = 186) identified as being part of an underrepresented group at NDSU (i.e., race, ethnicity, religion, sex, sexual orientation). Of the respondents who identified as a member of an underrepresented group, 62 percent were “very often”/“often” comfortable being open on campus about their identities (Table 13). Nine percent “rarely” felt comfortable being open.

Table 13. Students Comfortable Being Open About Identity as Part of an Underrepresented Group at NDSU

	n	%
Very Often	74	39.8
Often	41	22.0
Sometimes	48	25.8
Rarely	17	9.1
Never	4	2.2
Not applicable	2	1.1

Note: Only answered by respondents who identified as being part of an underrepresented group (n = 186).

When analyzed by race, differences occurred between the responses of Respondents of Color and White respondents (Figure 18), where Students of Color were more often comfortable being open about their identity than were White students.

Figure 18
Student Comfort Being Open on Campus About Identity
by Race (%)

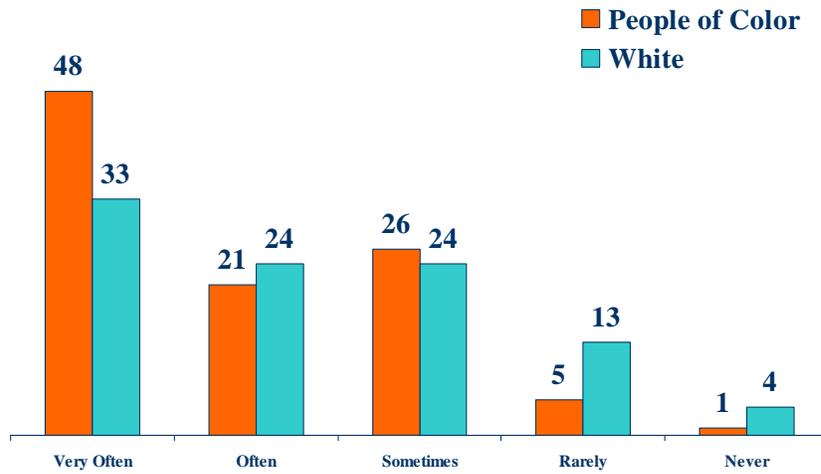
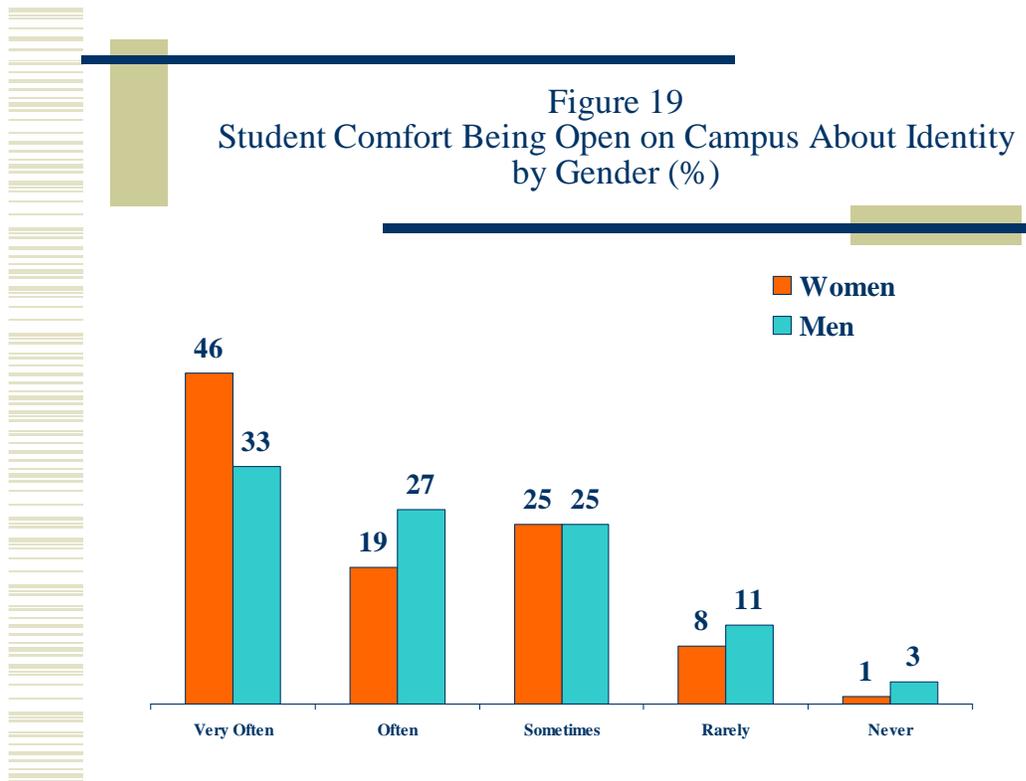
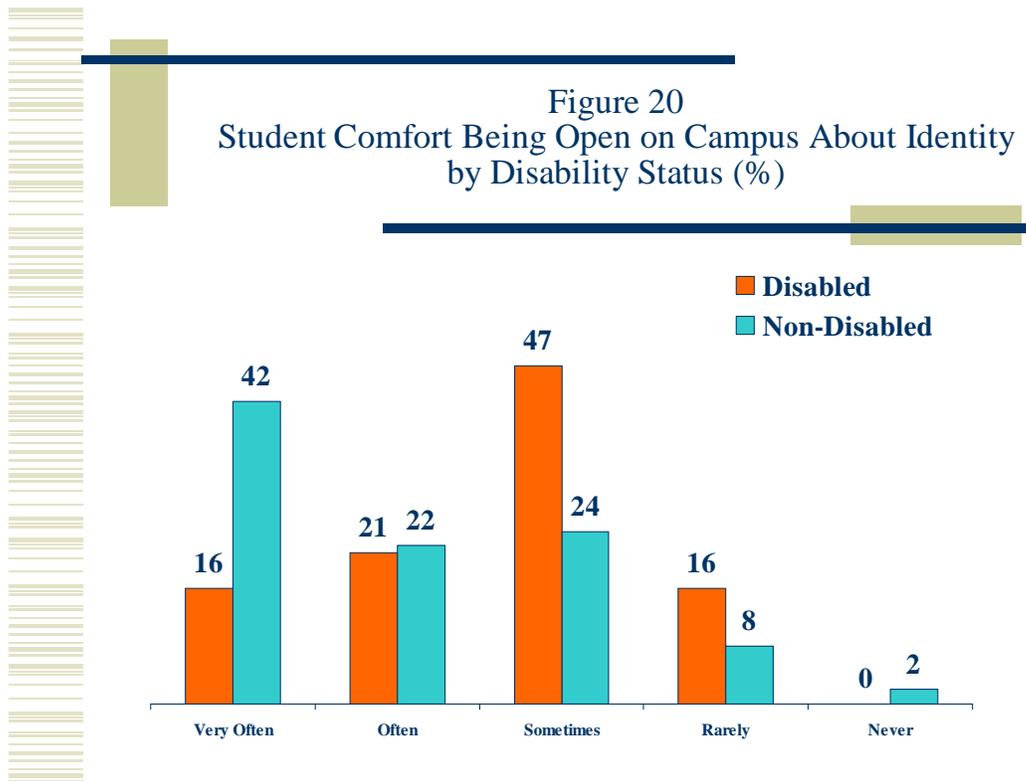


Figure 19 depicts the different responses by gender. Women students were slightly less comfortable being open about their identity than men students.



Of the 59 respondents who said they had a disability, 19 said they identified as being part of an underrepresented group. Almost half of those respondents only “sometimes” felt comfortable being open about their identities on campus (Figure 20).

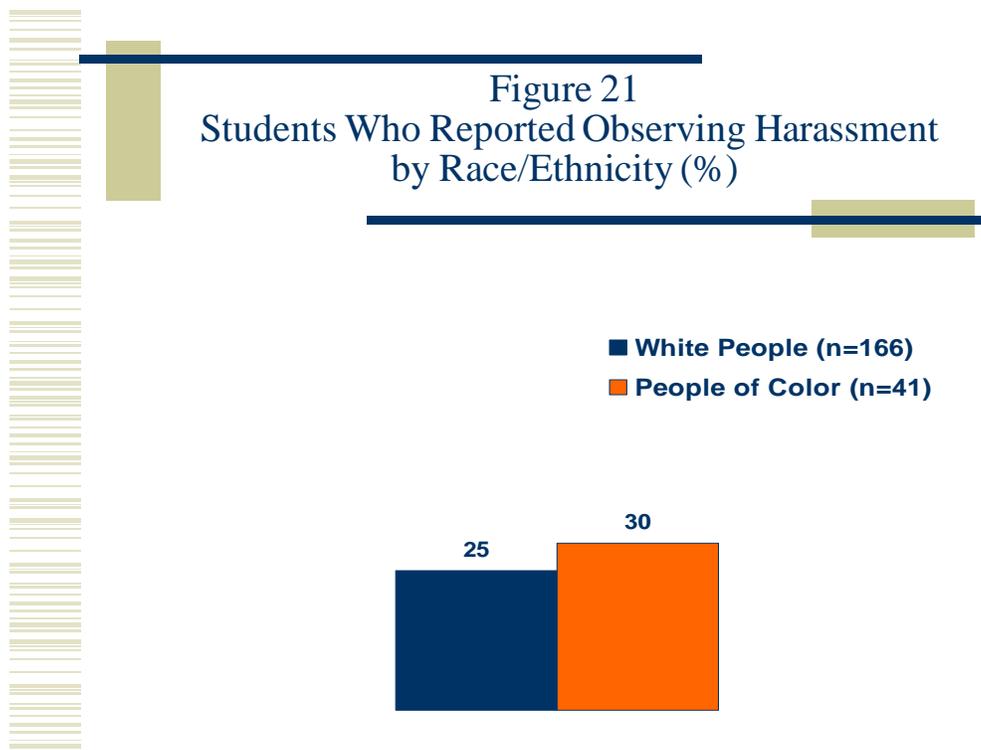


Fifteen percent of all respondents (n = 125) knew someone who was concealing part of his/her identity for fear of negative consequences if he/she revealed that identity. Of those respondents, 62 percent (n = 77) said the person(s) to whom they were referring was concealing his/her sexual orientation. Other identities people concealed included gender identity (20%), religion/spirituality (16%), ethnicity (11%), and family/parental status (10%).

Student respondents' observations of others being harassed also contribute to their perceptions of campus climate. Twenty-six percent of the respondents (n = 218) observed or were personally made aware of harassment (conduct that created an offensive, hostile, or intimidating working or learning environment) directed toward a person or group of people at NDSU. Most of the observed harassment was based on ethnicity (43%), race (37%), sexual orientation (30%), country of origin (28%), sex (27%), gender identity (23%), physical characteristics (19%), or religion/spirituality (18%).

Figures 21 and 22 separate by race/ethnicity and gender the responses of those individuals who observed or were made aware of harassment.

A higher percentage of People of Color than White people observed offensive, hostile, exclusionary, or intimidating conduct (harassment) on campus (Figure 21).



In terms of gender, a slightly higher percentage of women than men observed offensive, hostile, or intimidating conduct (Figure 22).

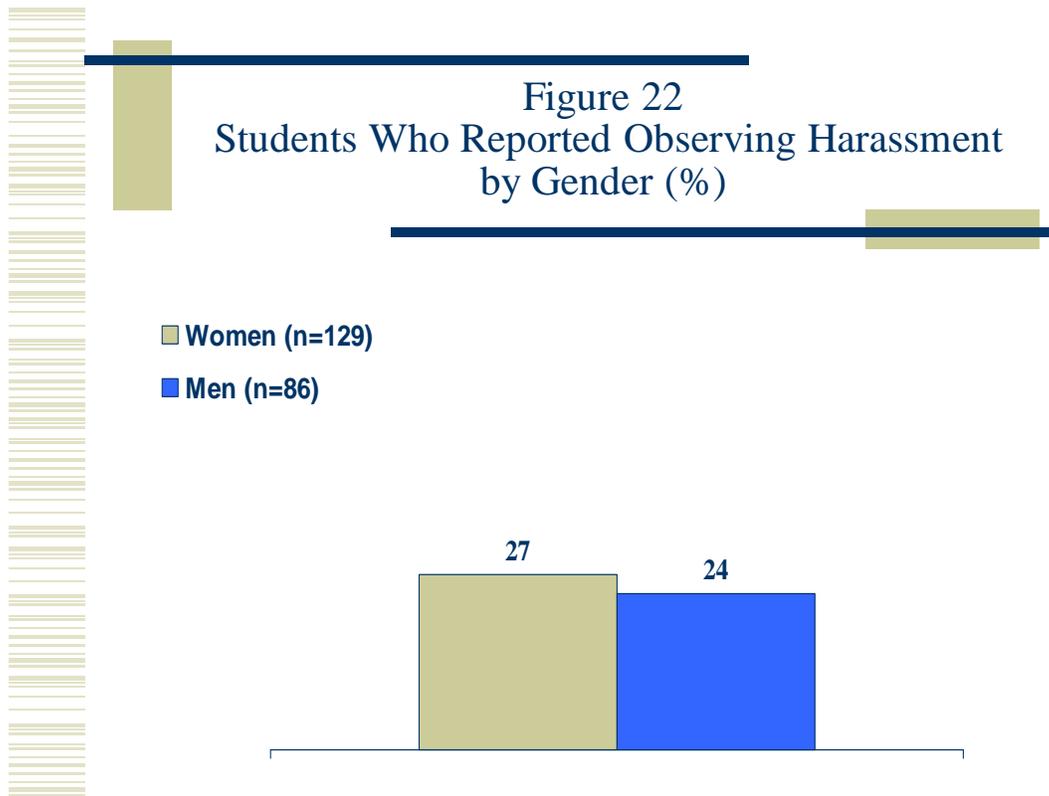


Table 15 illustrates that respondents most often observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (55%), racial/ethnic profiling (39%), someone being deliberately ignored or excluded (37%), or someone being stared at (37%).

Table 15. Form of Student Observed Harassment

	n	%
Derogatory remarks	120	55.0
Racial/ethnic profiling	85	39.0
Someone being deliberately ignored	80	36.7
Someone being stared at	80	36.7
Others excluded from activities	52	23.9
Written comments	44	20.2
Unwanted sexual advances/attention	36	16.5
Publications on campus	32	14.7
Threats of physical violence	18	8.3
Graffiti	15	6.9
Unsolicited e-mails	8	3.7
Sexual assault	6	2.8
Physical assault or injury	5	2.3
Other	17	7.8

Note: Only answered by respondents who observed harassment (n = 218). Percentages do not sum to 100 due to multiple responses.

Of the respondents who observed harassment, more than half witnessed it in a public space on campus, and 37 percent observed harassment while walking on campus (Table 16).

Table 16. Location of Student Observed Harassment

Location	n	%
Public space on campus	110	50.5
While walking on campus	80	36.7
Campus event	52	23.9
In a residence hall	52	23.9
While working at an NDSU job	29	13.3
Campus office	17	7.8
Faculty office	12	5.5
In a student organization meeting	10	4.6
Other	41	18.8

Note: Only answered by respondents who observed harassment (n =).
 Percentages do not sum to 100 due to multiple responses.

The majority of respondents who observed harassment indicated students were the sources of that harassment (72%). Other respondents identified sources as faculty (20%), staff members (10%), and supervisors (4%); 19 percent could not identify the source.

Table 17 illustrates participants' responses to this behavior. Respondents most often felt embarrassed about the situation (35%) or ignored the incident (25%). Twenty-three percent told a friend, and 21 percent confronted the harasser at the time. Six percent made a complaint to a campus employee/official while 13 percent didn't know who to go to.

Table 17. Student Reactions to Observing Harassment

	n	%
Felt embarrassed	76	34.9
Ignored it	55	25.2
Told a friend	51	23.4
Avoided the harasser	45	20.6
Left the situation immediately	40	18.3
Didn't affect me at the time	37	17.0
Didn't know who to go to	28	12.8
Encouraged the victim to report the incident	28	12.8
Confronted the harasser at the time	18	8.3
Made a complaint to an NDSU employee/official	12	5.5
Confronted the harasser later	6	2.8
Filed a Bias/Bigotry/Hate Response complaint	3	1.4
Other	19	8.7

Note: Only answered by respondents who observed harassment (n = 218).
 Percentages do not sum to 100 due to multiple responses.

Fifty-two percent of the respondents indicated that the overall campus climate was “very positive” for Caucasians/Whites, and 40 percent thought the overall campus climate was “very positive” for men (Table 18). Table 17 indicates that the majority of respondents thought that the overall campus climate was “very positive”/ “positive” most campus groups listed in the table. The notable exception was the climate for GLBT persons.

Table 18. Student Respondents' Perceptions of Overall Campus Climate for Various Campus Groups

Group	Very Positive		Positive		Negative		Very Negative		Unable to Judge	
	n	%	n	%	n	%	n	%	n	%
African Americans/Blacks	145	18.3	440	55.6	54	6.8	18	2.3	135	17.0
American Indians/Alaskan Natives	124	15.7	381	48.3	73	9.3	12	1.5	199	25.2
Caucasians/Whites	413	52.1	310	39.1	24	3.0	7	0.9	39	4.9
Latino(a)s/Chicano(a)s	124	15.8	394	50.1	51	6.5	9	1.1	209	26.6
Men	316	39.9	380	48.0	23	2.9	5	0.6	68	8.6
Middle Eastern persons	129	16.5	375	47.8	79	10.1	29	3.7	172	21.9
Multiracial, multiethnic, or multicultural persons	138	17.7	424	54.4	38	4.9	12	1.5	168	21.5
Gay, lesbian, bisexual, or transgendered persons	82	10.5	294	37.6	138	17.6	44	5.6	224	28.6
Persons with physical disabilities	121	15.5	422	54.2	47	6.0	11	1.4	178	22.8
Persons with mental disabilities	96	12.3	369	47.4	66	8.5	12	1.5	236	30.3
Persons with religious backgrounds different from your own	153	19.6	412	52.7	61	7.8	13	1.7	143	18.3
Persons of ages different than your own	184	23.5	442	56.5	47	6.0	4	0.5	105	13.4
Persons who are non-native English speakers	112	14.4	357	45.8	139	17.8	39	5.0	132	16.9
People from ethnic backgrounds different than your own	141	18.1	435	55.8	60	7.7	14	1.8	130	16.7
People from cultural backgrounds different than yours	139	17.8	444	56.9	59	7.6	13	1.7	126	16.1
People who do not fit the "perfect" physique	124	15.8	409	52.2	107	13.7	21	2.7	122	15.6
People who are raising children	139	17.8	397	50.8	76	9.7	15	1.9	154	19.7
People of low socioeconomic status	112	14.4	378	48.5	94	12.1	18	2.3	177	22.7
Women	227	28.9	462	58.8	39	5.0	11	1.4	47	6.0
People in all job classifications	146	18.9	428	55.3	29	3.7	4	0.5	167	21.6

With regard to campus accessibility for people with disabilities, more than a third of the respondents thought the grounds (sidewalks, snow) created accessibility problems for people with disabilities (Table 19). Some respondents also thought specific classrooms (24%), parking (24%), and classroom buildings (23%) posed accessibility problems.

Table 19. Percentage of Student Respondents Who Believe the Facilities Have Accessibility Problems for People with Disabilities

Facility	n	%
Administrative Building	93	11.0
Athletic Facilities	89	10.5
Classroom Buildings	192	22.6
Grounds (sidewalks, snow)	310	36.5
Information in Alternative Formats	65	7.7
Library	72	8.5
Memorial Union	74	8.5
NDSU Web Site	59	6.9
Official Publications	37	4.4
Parking	201	23.7
Recreational Facilities	59	6.9
Residence Halls	153	18.0
Restrooms	139	16.4
Specific Classrooms	205	24.1
Transportation	88	10.4
Wellness Center	75	8.8
Other	34	4.0

Students' Attitudes and Experiences

Several items addressed student respondents' experiences at NDSU, their satisfaction with their academic careers at the University, and their attitudes about the climate for diversity at NDSU.

Question 37 asked respondents to rank on a five-point Likert scale (“strongly agree” to “strongly disagree”) the degree to which they agreed with the statements that can be found in the first column of Table 20. Table 20 depicts the responses of all respondents and splits the analyses by gender and race/ethnicity. Twenty-six percent of respondents were reluctant to bring up issues that concern them for fear that it will affect their student status or grades, and 31 percent thought their instructors expected them to represent the “point of view” of their identities. Thirty-five percent of student respondents believed others seem to find it easier than they do to “fit in.” Highlighted cells in Table 20 indicate where substantial discrepancies existed in the responses between groups.

Table 20. Attitudes about Climate for Diversity Gender and Race/Ethnicity

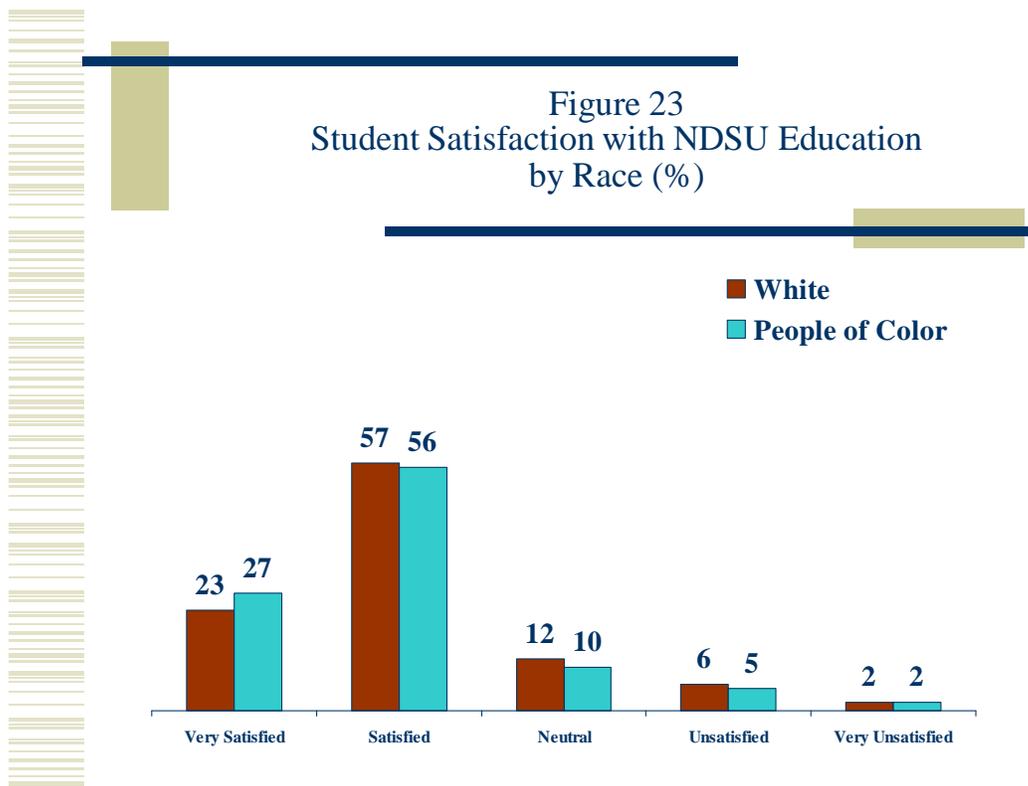
Issues	Strongly agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my student status/grades	70	8.6	142	17.5	330	40.6	236	29.1	34	4.2
Women	41	8.8	70	15.1	199	42.8	136	29.2	19	4.1
Men	29	8.6	69	20.4	129	38.1	97	28.6	15	4.4
White	46	7.1	106	16.3	276	42.3	197	30.2	27	4.1
People of Color	19	14.3	31	23.3	43	32.3	33	24.8	7	5.3
My instructors expect me to represent "the point of view" of my identity	53	6.5	198	24.4	277	34.1	158	19.4	127	15.6
Women	30	6.4	124	26.6	160	34.3	81	17.3	72	15.4
Men	23	6.8	72	21.3	115	34.0	75	22.2	53	15.7
White	30	4.6	154	23.5	229	35.0	130	19.9	111	17.0
People of Color	21	16.0	34	26.0	42	32.1	23	17.6	11	8.4
My instructors have lower expectations of me than of my peers	23	2.8	45	5.5	340	41.8	337	41.4	69	8.5
Women	7	1.5	32	6.8	200	42.7	198	42.3	31	6.6
Men	15	4.5	13	3.9	137	40.7	135	40.1	37	11.0
White	8	1.2	28	4.3	277	42.5	287	44.0	52	8.0
People of Color	11	8.3	14	10.6	51	38.6	41	31.1	15	11.4
I have to work harder than I believe my peers do in order to be perceived as legitimate	64	7.9	132	16.3	304	37.4	271	33.4	41	5.0
Women	37	7.9	78	16.7	178	38.1	159	34.0	15	3.2
Men	26	7.7	52	15.5	123	36.6	109	32.4	26	7.7
White	33	5.1	97	14.9	249	38.2	240	36.8	33	5.1
People of Color	27	20.6	30	22.9	43	32.8	25	19.1	6	4.6
Others seem to find it easier than I do to "fit in."	94	11.6	190	23.4	279	34.4	204	25.1	45	5.5
Women	54	11.5	104	22.2	175	37.4	115	24.6	20	4.3
Men	38	11.3	85	25.4	100	29.9	87	26.0	25	7.5
White	56	8.6	146	22.4	239	36.7	178	27.3	33	5.1
People of Color	32	24.4	38	29.0	32	24.4	20	15.3	9	6.9

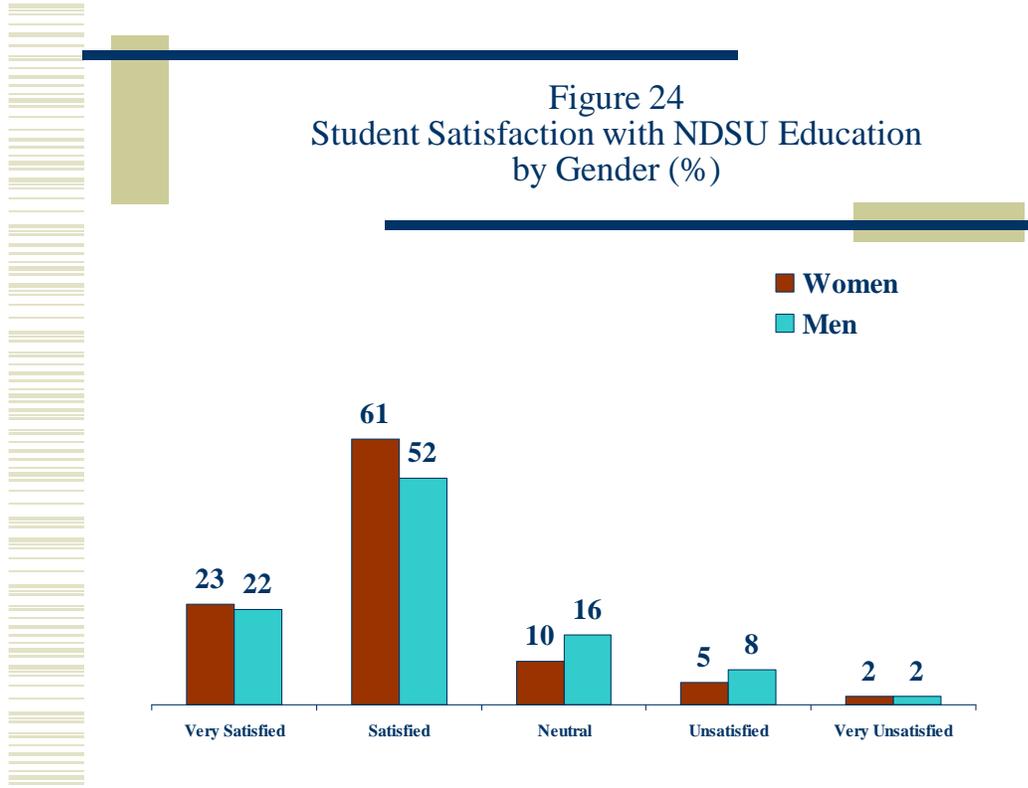
Table 21 indicates that 80 percent of responding students were “very satisfied”/“satisfied” with their educations at NDSU.

Table 21. Student Satisfaction with Education at NDSU

	n	%
Very satisfied	193	22.9
Satisfied	476	56.6
Neither satisfied nor unsatisfied	104	12.4
Unsatisfied	52	6.2
Very unsatisfied	16	1.9

Figures 23 and 24 illustrate that women were slightly more satisfied with their educations at NDSU than were other groups of students.





Asked why they were satisfied or dissatisfied, several satisfied students indicated their classes were “high quality”; faculty were well-informed and passionate about their fields; staff were friendly and helpful; their families were nearby, and they were “happy here.” Several students were quite satisfied with their academic and personal experiences at NDSU. More than a few students said they were dissatisfied based on their perception of faculty members’ preoccupation with research over teaching. Others said they disliked the large class sizes and high faculty to student ratios.

Thirty-eight percent of all student respondents (n = 319) had seriously considered leaving NDSU. Thirty-seven percent of women and 40 percent of men considered leaving the institution. Forty-five percent of Students of Color and 36 percent of White students had seriously considered leaving NDSU.

Most students who considered leaving and decided to stay said they did so because of their ties to nearby family and the community. Others said they decided to stay because they were already too far along in their course work. Some respondents considered leaving NDSU to transfer to a “more prestigious school,” a school that “cares more about diversity,” or that offers a different choice of majors. Others felt they had “no support” at NDSU; they wanted to be closer to home; the tuition costs were too high; the course work was not challenging enough, or they did not feel connected to the school or the community.

Summary

Campus climate for diversity is not only a function of one’s personal experiences but also is influenced by perceptions of how the campus community treats all of its members. The majority of student respondents indicated that they are “comfortable” or “very comfortable” with the climate for diversity at NDSU and in their departments/work areas. Respondents from underrepresented groups were about as likely to feel comfortable as majority respondents. While some respondents *experienced* conduct that has interfered with their ability to work on campus (10% of respondents), a much higher percentage of people (25% of respondents) *witnessed* conduct on campus that they felt created an offensive, hostile, or intimidating working or learning environment. This phenomenon may be a function of one’s comfort level, which is to say that respondents may have felt more comfortable reporting having *observed* this conduct, rather than having *experienced* the conduct themselves. Or, it could be a function of more than one person having witnessed the same incidence of harassment.

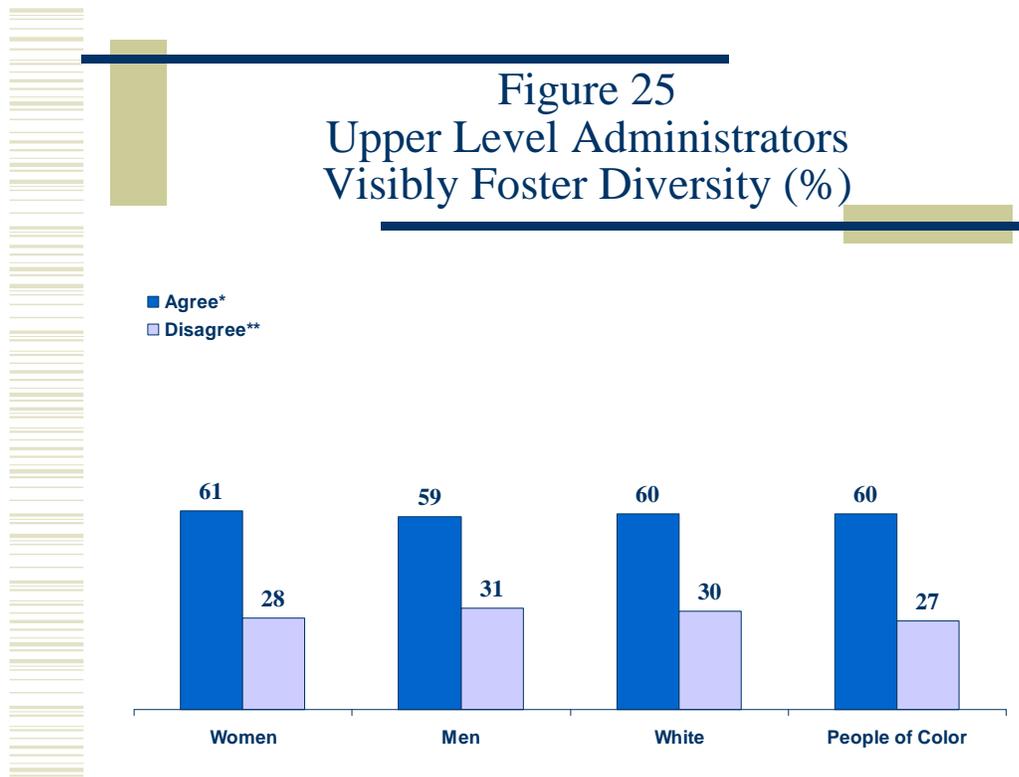
Institutional Actions

Table 22 illustrates students’ opinions about two areas of diversity on campus. Sixty percent of student respondents believed upper level NDSU administrators visibly foster diversity. Seventy-three percent of respondents thought that the classroom climate was welcoming for students from underrepresented groups. Figures 25 and 26 review the data analyzed by gender and race.

Table 22. Student Opinions on Diversity-Related Actions at NDSU

	Strongly agree		Agree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Do upper level administrators at NDSU visibly foster diversity?	129	15.4	373	44.5	90	10.7	21	2.5	226	26.9
Do you feel that the classroom climate is welcoming for students from underrepresented groups?	150	17.8	463	55.0	119	14.1	33	3.9	77	9.1

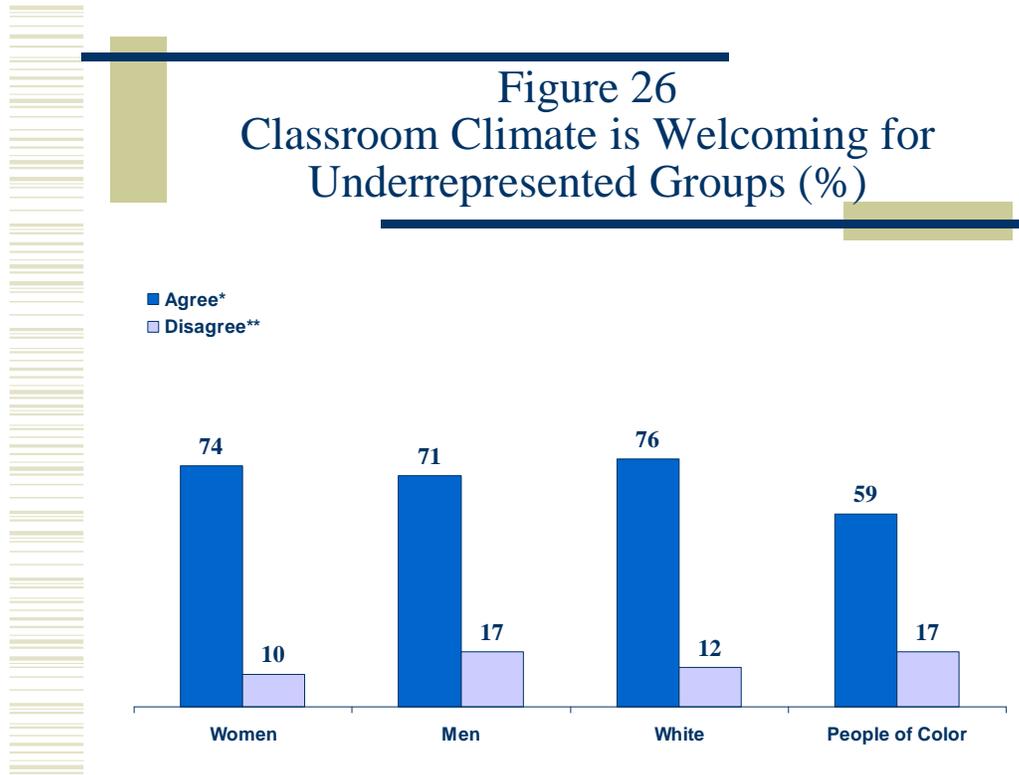
Similar percentages of different student groups thought NDSU's upper level administrators visibly fostered diversity (Figure 25).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Students of Color were less apt than other respondents to think the classroom climate was welcoming for individuals from underrepresented groups (Figure 26).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Many more than half of the respondents thought the faculty and staff with whom they interact were accepting of people based on all of the characteristics listed in Table 23.

Table 23. Student Respondents Who Believe Faculty and Staff Were Accepting of People Based on the Following Characteristics

Characteristic	Faculty Are Accepting		Staff Are Accepting	
	n	%	n	%
Age	653	76.9	624	73.5
Country of origin	626	73.7	589	69.4
Employment Category	536	63.1	550	64.8
Ethnicity	612	72.1	584	68.8
Family/parental status	540	63.6	540	63.6
Gender identity	548	64.5	544	64.1
Immigrant status	533	62.8	519	61.1
Learning disability	558	65.7	537	63.3
Marital/relationship status	548	64.5	538	63.4
Mental disability	519	61.1	527	62.1
Physical characteristics	566	66.7	553	65.1
Physical disability	561	66.1	538	63.4
Race	609	71.7	573	67.5
Religion/spirituality	539	63.5	521	61.4
Sex	594	70.0	572	67.4
Sexual orientation	521	61.4	512	60.3
Socioeconomic status	527	62.1	523	61.6
Veteran status	491	57.8	497	58.5
Other	41	4.8	43	5.1

Table 24 indicates that, before they enrolled at NDSU, the vast majority of student respondents expected the campus climate would be welcoming for all of the groups listed in the table. About 20 percent of the respondents, however, thought climate would not be welcoming for GLBT students.

Table 24. Respondents' Pre-enrollment Expectations That the Climate Would be Welcoming of the Following Groups

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Non-Christian	197	24.8	430	54.1	66	8.3	19	2.4	83	10.4
Christian	340	43.0	389	49.2	12	1.5	6	0.8	44	5.6
Gay, lesbian, bisexual, transgender	144	18.3	372	47.2	121	15.4	32	4.1	119	15.1
Immigrants	179	22.7	431	54.6	70	8.9	13	1.6	96	12.2
International students, staff, or faculty	216	27.4	451	57.3	51	6.5	10	1.3	59	7.5
Learning disabled	167	21.2	448	57.0	60	7.6	7	0.9	104	13.2
Men	371	47.1	364	46.3	12	1.5	1	0.1	39	5.0
Affected by mental health issues	147	18.7	424	54.0	79	10.1	17	2.2	118	15.0
Non-native English speakers	160	20.4	426	54.3	90	11.5	32	4.1	77	9.8
Parents/guardians	219	27.9	445	56.8	36	4.6	3	0.4	81	10.3
People who provide care for other than a child (e.g., elder care)	194	24.7	416	53.0	35	4.5	7	0.9	133	16.9
Physically challenged	192	24.5	457	58.2	47	6.0	7	0.9	82	10.4
Returning/non-traditional students	209	26.6	459	58.3	33	4.2	8	1.0	78	9.9
Socioeconomically disadvantaged	173	22.0	462	58.8	53	6.7	8	1.0	90	11.5
Women	291	37.1	430	54.8	17	2.2	7	0.9	39	5.0
Veterans/active military	271	34.7	402	51.4	16	2.0	2	0.3	91	11.6
Other	18	14.8	56	45.9	3	2.5	1	0.8	44	36.1
Non-Christian	197	24.8	430	54.1	66	8.3	19	2.4	83	10.4
Christian	340	43.0	389	49.2	12	1.5	6	0.8	44	5.6
Gay, lesbian, bisexual, transgender	144	18.3	372	47.2	121	15.4	32	4.1	119	15.1

Likewise, most students believed the courses they had taken at NDSU included materials, perspectives, and/or experiences of people based on all the characteristics listed in the left-hand column of Table 25.

Table 25. Courses Taken at NDSU Include Materials, Perspectives, and/or Experiences of People Based on the Following Characteristics

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	150	21.2	336	47.5	95	13.4	25	3.5	101	14.3
Country of origin	150	21.3	347	49.2	91	12.9	23	3.3	94	13.3
Employment category	116	16.6	307	44.0	122	17.5	24	3.4	128	18.4
Ethnicity	147	20.9	346	49.3	94	13.4	21	3.0	94	13.4
Family/parental status	122	17.6	304	43.8	129	18.6	24	3.5	115	16.6
Gender identity	121	17.4	280	40.3	147	21.2	37	5.3	110	15.8
Immigrant status	98	14.1	274	39.5	151	21.8	39	5.6	131	18.9
Learning disability	101	14.6	268	38.7	158	22.8	34	4.9	131	18.9
Marital/relationship status	110	15.9	318	46.0	126	18.2	29	4.2	109	15.8
Mental disability	101	14.6	273	39.3	154	22.2	33	4.8	133	19.2
Physical characteristics	118	17.1	294	42.5	129	18.7	31	4.5	119	17.2
Physical disability	109	15.7	286	41.3	145	20.9	30	4.3	123	17.7
Race	150	21.7	328	47.4	98	14.2	25	3.6	91	13.2
Religion/spirituality	130	18.7	316	45.4	120	17.2	28	4.0	102	14.7
Sex	150	21.6	321	46.2	101	14.5	20	2.9	103	14.8
Sexual orientation	117	16.9	271	39.1	148	21.4	43	6.2	114	16.5
Socioeconomic status	119	17.3	302	43.9	120	17.4	29	4.2	118	17.2
Veterans status	91	13.3	248	36.2	158	23.0	40	5.8	149	21.7
Other	13	20.0	10	15.4	11	16.9	0	0.0	31	47.7
Age	150	21.2	336	47.5	95	13.4	25	3.5	101	14.3

One survey question asked respondents to indicate whether they had attended certain events on campus. Table 26 indicates that few of the respondents attended any of the events listed including: campus-wide diversity programs (19%), cultural diversity courses (19%), diversity workshop/trainings (13%), anti-racism training (8%), diversity programs in the residence halls (7%), and Safe Zone Ally/LGBTQ training (5%).

Table 26. Events Attended by Respondents

Event	n	%
Diversity workshop/training	110	13.0
Diversity program in the residence halls	58	6.8
Anti-racism training	68	8.0
Safe Zone Ally/LGBTQ training	43	5.1
Cultural Diversity Course	158	18.6
Campus-wide diversity program	165	19.4
Other	39	4.6

When analyzed by various demographic characteristics (i.e., gender, race), no differences emerged in the percentages of men (13%) and women (13%) who attended diversity workshops/trainings. However, only six percent of White respondents compared to 13 percent of Students of Color attended diversity workshops/trainings.

Figures 27, 28, and 29 show some differences in the types of events attended by various groups of respondents. A higher percentage of Students of Color (12%) than other student groups attended anti-racism training (Figure 27). Higher percentages of women and Students of Color than men and White students attended a cultural diversity course (Figure 28) or attended a diversity program at NDSU (e.g., Civil Education Month, Women’s Week, Black History Month, American Indian Heritage Month) [Figure 29].

Figure 27
Student Respondents Who Attended
Anti-Racism Training (%)

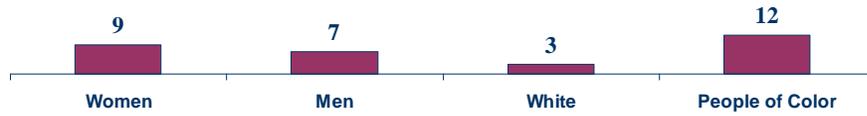


Figure 28
Student Respondents Who Attended A
Cultural Diversity Course (%)

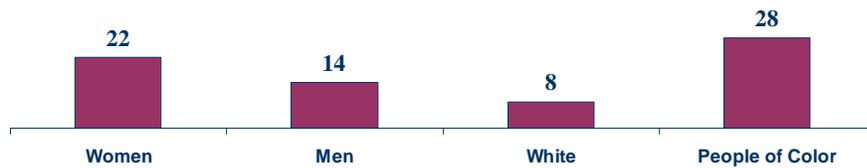
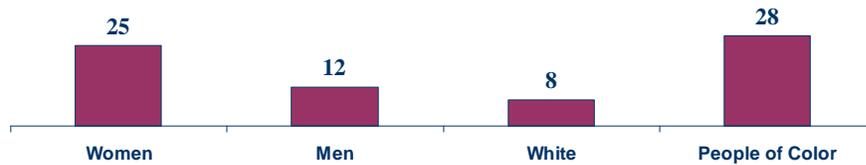


Figure 29
Student Respondents Who Attended a
Campus-Wide Diversity Program (%)



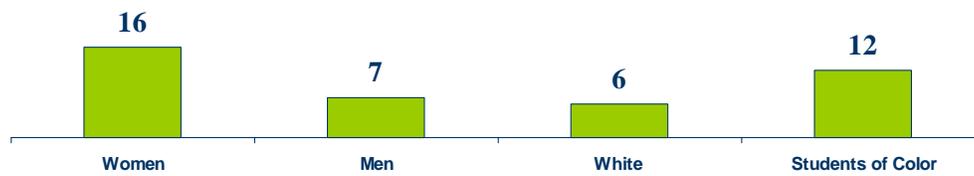
Respondents were asked to consider the factors that influenced their attendance at diversity initiatives on campus (i.e., cultural training, presentations, and performances). Only 12 percent of all respondents believed that diversity initiatives were relevant to their major (Table 27). Eleven percent believed diversity events were well advertised. Twenty-eight percent felt their course loads prevented them from attending. While 19 percent felt they learned from these events, only 15 percent of respondents thought diversity events at NDSU fit into their schedules. Twelve percent believed they were expected to attend diversity events, and 11 percent said they received a personal invitation to attend from a member of the institutional leadership.

Table 27. Factors that Influence Student Respondents' Attendance at Diversity Initiatives

Factors	n	%
Diversity initiatives are relevant to my major	102	12.0
Diversity events are well advertised	91	10.7
Diversity events fit into my schedule	123	14.5
I am expected to attend these events	100	11.8
I learn from these events	160	18.8
My course load prevents me from attending	235	27.7
Personal invitation from campus leadership	97	11.4
Diversity initiatives are not relevant to my role on campus	96	11.3
Other	43	5.1

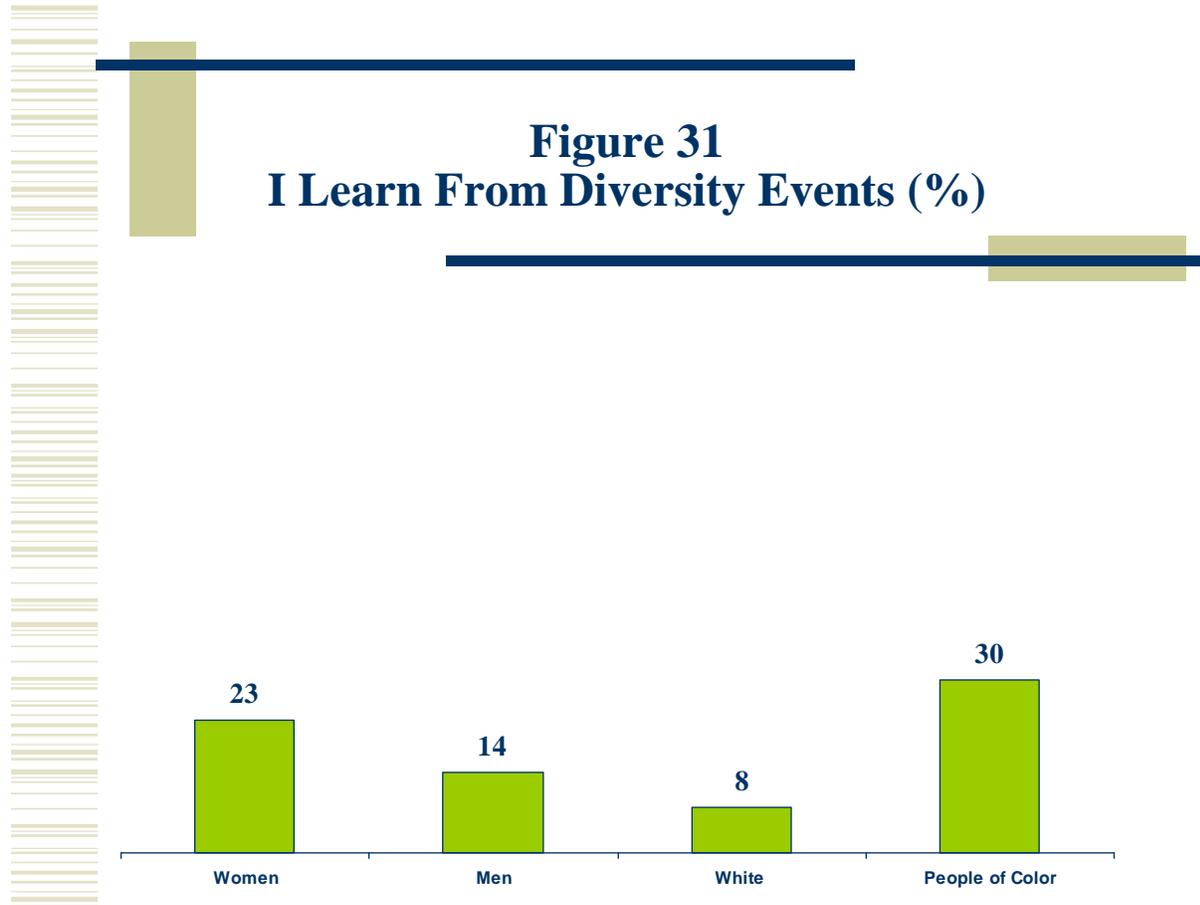
When reviewing some of these items by demographic categories, differences emerged. Figure 30 illustrates that higher percentages of women students and Students of Color thought diversity initiatives were relevant to their majors.

Figure 30
Diversity Initiatives are Relevant
to My Major (%)

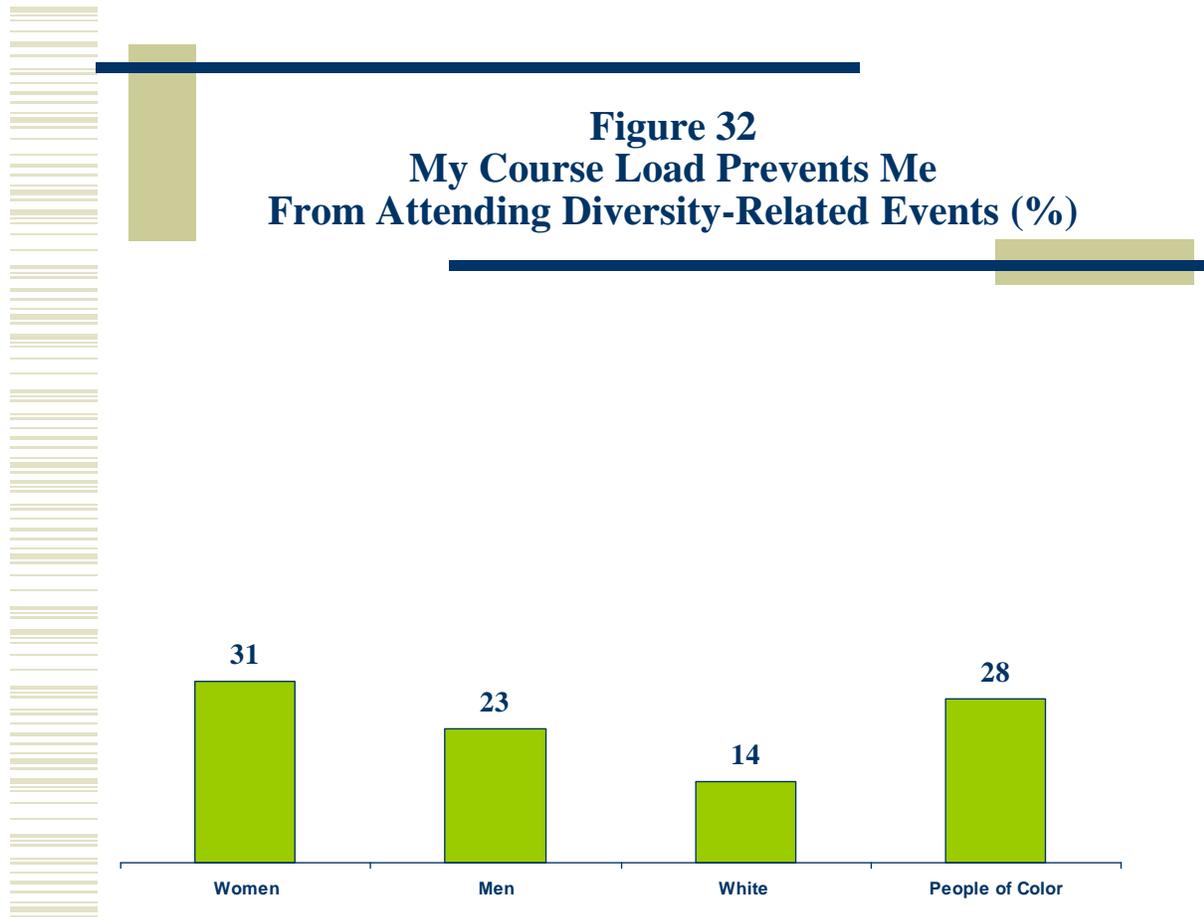


Fewer men and White respondents than women and Respondents of Color believed they learned from diversity events (Figure 31).

Figure 31
I Learn From Diversity Events (%)



Higher percentages of women and Respondents of Color indicated their course loads prevented them from attending diversity-related events (Figure 32).



When asked in a follow-up question to explain their reasons for attending or not attending a diversity program on campus, several people stated that they were committed to diversity and would certainly attend the programs if they were well advertised and scheduled at convenient times. Some respondents said they were required by certain instructors to attend diversity-related events as part of their course participation. A few respondents said they went to such events to “meet open-minded people.” Others agreed with one respondent who wrote, “A university should not deal with the ‘issue’ of diversity.” Still others believed they were already “tolerant” people who “choose not to rearrange an already hectic schedule” in order to attend diversity-

related events. By and large, the vast majority of student respondents said they did not have the time in their schedules to attend diversity initiatives or events.

Summary

In addition to students' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution may be perceived either as promoting a positive campus climate or impeding it. The data from this survey suggests respondents hold widely divergent opinions about the degree to which NDSU does, and should, promote diversity to shape campus climate.

Next Steps

Institutions of higher education seek to create an environment characterized by equal access for all students, faculty, and staff regardless of cultural, political, or philosophical differences, a place where individuals are not just tolerated but valued. Creating and maintaining a community environment that respects individual needs, abilities, and potential is one of the most critical initiatives that universities and colleges undertake. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

In that context, what do the results of this study suggest? At a minimum, they contribute additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations in the campus community. A second and more interesting question is, given the programs and initiatives that have been developed across the university in response to the 2003 climate assessment, *how effective have these efforts been in positively shaping and directing campus climate with respect to diversity?*

The initial campus climate survey in 2003 and this second survey in 2009 represent proactive efforts by NDSU to assess the campus climate. The Diversity Council used the results of the 2003 assessment to help campus groups identify specific strategies for addressing the challenges facing their community and support positive initiatives on campus. The results of the 2009 assessment lay the groundwork for the Diversity Council and other campus constituent groups to continue the work begun after the 2003 assessment and develop additional initiatives that will enhance the climate for diversity at NDSU.

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Appendices

Appendix A – Data Tables

Appendix B – Survey

